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ABSTRACT

Traditional literacy and functional literacy programs in Africa are discussed in their various aspects. Emphasis is given to the practical side of the problems, and some guidelines for action are suggested. The illiteracy rate in Africa is shown to be 50% to 80% of the population. The various methods that have been used to teach reading are described, and criticism or objections to each method are given. The aim and content of traditional literacy are discussed and its deficiencies noted. Functional (work oriented) literacy's strengths and weaknesses are presented, and the preparation, implementation, and evaluation of functional literacy programs are described. The differences between the two literacy approaches are pointed out. Organization, financing, and mobilization of funds and forces for adult education programs are suggested. Appendix 1 presents a case study of functional literacy in an African setting; Appendix 2 presents the differences between the adult and the child as learners in a learning situation; Appendix 3 is guidelines for instructors; and Appendix 4 is an article by the author concerning the success of the Mass Education program in Indonesia. Appendix 5 is comprised of 37 references. (DB)

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TO FUNCTIONAL LITERACY AND DEVELOPMENT

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FROM TRADITIONAL TO FUNCTIONAL LITERACY AND DEVELOPMENT

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50 - 80% illiteracy

Over 80% illiteracy

Source : World map of illiteracy in Literacy 1967-1969 published by UNESCO (ED.69/D.51/A).

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I N T R O D U C T I O N

This third publication is again presented as a contribution to the celebration of the International Literacy Day, following the first, entitled Voices of the World, Literacy for Development and Human Dignity[1] and the second, Governments and Peoples' Voices, Literacy-Adult Education for Progress and Human Welfare.[2]

Pledges and statements of national and international agencies and of World leaders have inspired hopes and encouragement, resolutions and recommendations of Governments, backed by Peoples' Voices have provided general directions and they include, naturally, commitments.

The desire for quick development has been expressed and the need deeply felt. The road to progress and welfare is not only known but also opened. Reflection and rethinking, particularly on Literacy celebration days, has led to some a c t i o n. At the same time it is realized that all efforts should be accompanied and strengthened by improvement and innovation.

Why and how?

In this context this small booklet starts with reviewing past experience and activities, their achievements and failures in the fight against illiteracy, pictures efforts in functional literacy, and finally attempts to indicate some guidelines based on the principle :

"Simplicity for practicability"

After having visited States in the Federation of Nigeria and a few African countries, and having observed literacy activities the author is convinced that most policy makers, especially literacy organizers and executors are aware of the shortcomings of the methods and instructional materials they

(use ...)

use, that they are willing to change or to improve them, and to introduce innovations. Some have even expressed their ability to produce better literacy materials but all this is made impossible by lack of funds, equipments, and/or basic materials required.

It is indeed perplexing to outsiders to see existing courses use "out-dated' and "old-fashioned" materials, some of which were written ten or more years ago. Also to learn that literacy certificates are distributed after 40 - 60 teaching hours only.

Work-oriented functional literacy, as supported and experimented by Unesco in a number of countries throughout the world in the framework of the Experimental World Literacy Programme, poses additional and new problems. It requires not only clear understanding of the new concept, its aims and implications but also expertise in the preparation and construction of its instructional materials and supporting services. In addition, books and guides so far published are limited in number, not widely distributed and ..... most of them are written in general terms or too a scientific form.

The question arises how to simplify or to adapt scientific requirements and modern costly equipments in such a way so that national authorities or local agencies can meet and supply them according to prevailing conditions, available equipments and expertise. It is for instance known that all Northern States in Nigeria have revised their decade-old traditional primers to bring them in line with the functional approach but their introduction has been delayed for more than one year on account of printing and paper-supply difficulties. In some States implementation has been postponed due to lack of funds.

(This ...)

This latter problem leads us to note the discouraging fact of imbalance between formal or school education and informal or out-of-school education with the detrimental consequence that literacy and adult education is given only a meagre portion of education budgets. On the other hand development plans emphasize the need for huge increases in trained and skilled manpower. The Second National Development Plan of Nigeria (1970-1974) for instance, states that there is only 20% and 2% permanent literacy in urban and rural areas respectively, that it needs the following increase in manpower within four years :

13,207	high skilled (university graduates), senior staffs
32,378	medium skilled (secondary school graduates), technicians, junior staff,
72,109	low-skilled (primary school leavers), operators, carpenters, etc.
102,306	minimum level manpower, office employees workers, etc.

It may be further questioned how developing countries depending on 60 to 75 per cent on agriculture, can achieve the required progress with a 50 to 85% per cent illiterate farming population without launching sufficient literacy and mass education. To quote Mr. B. R. Sen, former Director-General of FAO :

> "... the progress of any development of agriculture depends to a large extent on overcoming the obstacle of illiteracy ..."

Certainly, the same applies to other fields, industry, commerce etc. Not the least to the political, cultural and spiritual development and unity of a country. It is to be borne in mind that the obstacles to development are not of technical nature only. As Mr. M. S. Adiseshiah, former Deputy Director-General of Unesco once has stated: "The obstacles

> "The obstacles have to be found in the minds of men, and it is only if we can succeed in finding ways of changing human behaviour that we shall be able to use the science, technology and the resources they have made available to us for peaceful and constructive purposes."

In the field of literacy the final aim of which is the total eradication of illiteracy, the scourge on earth and the basic obstacle to development, encouragingly enough, mass campaigns are being accompanied by work-oriented functional literacy experiments which are related directly to economic and social development.

In line with this trend and to support the gradual transformation from traditional to functional literacy the author takes the courage to present in this simple booklet simplified steps in the hope that they can be of practical use, particularly to the men in the field. At the end some possible lines of action are suggested as how to mobilize additional and new resources for the financing and implementation of greater efforts. Apart from the conventional resources and recently introduced legal provisions, there are examples in the history of the battle against illiteracy of non-financial means such as patriotism and national sense of dignity as applied successfully by Indonesia. The author had the opportunity to be one of the early planners and inspectors. Within a short period of 5 years (1960-1964) Indonesia succeeded in producing 24 million literates. The whole undertaking was mainly financed by the people (80%) and only 20% by the Government.[4] Iran which has been attacking the enemy with "Armies of knowledge" could wipe out illiteracy among 500,000 citizens in one year (1968).[5]

Illiteracy is a universal concern. Learning from each other's experience is necessary, coordinated and concerted actions at all levels, and co-operation between national and international agencies are required.

Finally, author should state that he has attempted to adapt the content of this booklet to Unesco's ideas but the opinions and suggestions expressed do not necessarily represent the views and official policies of the Organization.

Amir H. Nasution.

I. FIGHT AGAINST ILLITERACY

ILLITERACY has been regarded as an enemy and evil which keeps people in darkness, bound to their traditions and superstitions; makes people resistant to change and new ideas, and isolated from progress, thus unaware and incapable of meeting the demands of their changing environment and ever-progressing world.

Mr. Rene Maheu, Director-General of Unesco in his report to the United Nations (October 1963) pointed out in short :

> "the existence of literacy is not only a denial of a fundamental human right but also a major obstacle to economic development and a threat to peace.
>
> .... to social peace in the first place but also to international peace ..... implicit in a fast-increasing inequality.[6]"

No wonder that a continuous fight against that enemy has been waged since centuries by progressive governments and private agencies such as religious and political groups. It was not an easy battle at all, not only because of the enormous number of masses to be drawn from the darkness to light, the lithurgy and resistance of the people themselves etc. but partly also because of the barriers and difficulties mounted by feudalism, colonialism and selfish groups.

Time and educational conditions posed no less greater problems. The rate of population increase (often called population explosion) and the huge stream of illiterate young people entering the reservoir annihilated the small victories achieved. In the past there were more failures than successes. Nevertheless, history has recorded a few monumental achievements e.g. backward Russia which directly after her glorious revolution embarked upon mass campaigns throughout the vast territory (based on Decree 1919) could wipe out her illiteracy in a few decades. Between 1920-1941, some 50 million illiterates and 30 million semi-literates attended classes.[7] Denmark, in as early as 1814, decreed children and adult education to which her spectacular democratic and economic progress could be attributed.

A turning point came with the birth of independent nations, industrial development, progress of science and technology and closer international link. The Universal Declaration of Human Rights declares the right of every citizen to education. This means the right of those who have missed schooling (illiterates) to literacy education. Further the United Nations recognize illiteracy as an obstacle to international understanding and a threat to world equilibrium. This international awareness, coupled with some sense of moral obligation among ex-colonizers towards their former colonies has led to international, either bilateral or multi-lateral co-operation and assistance.

Further, it has been found out that illiteracy correlates with ignorance, poverty and diseases, that it acts as a brake to development. To quote a passage from Literacy 1967-1969[8] :

> "Illiteracy rates of 70 per cent and 35 per cent might be regarded as two critical points in the progress of literacy. If the illiteracy rate in a country is about 70 per cent or over one cannot generally expect a decrease in the number of illiterates; but once the rate drops below the 35 per cent level a decrease in the number can be expected. A 35 per cent illiteracy rate might therefore, be considered as a target figure in the battle against illiteracy." In other words, an illiteracy rate of 35 per cent is a requisite for a development take-off.

As regards correlation between level of literacy and level of per capita income, statistics and analysis from Africa, countries show that adult literacy under 5% is found mostly in the countries with an income under $80; adult literacy over 25% in countries with an income per capita over $200. Of course such correlated figures should be cited with caution, because there are many factors that influence them.

Positively speaking, literacy is a factor in development, thus should be related to or integrated into development projects. To this end adult education including illiteracy must be made functional.

With the birth of national political independence creating another impetus, with the rising expectations of new nations and the launching of national development plans in the race to improve the living standard of the suffering masses, literacy efforts have been reactivated, intensified and expanded. However, in spite of all national energetic and large-scale undertakings and international assistance given to African countries :

The Dark Continent remains dark (in darkness).

This is clearly pictured in the World Map of Illiteracy which shows that the largest part of Africa is still covered by over 80 per cent, the rest by 50 to 80 per cent illiteracy.

Table 1. Percentage of illiterates in population.[9]

Age level 15+

Country	Year	Illiteracy rate % Male	Female
Cameroon	1962	69	93
Congo (Brazaville)	1961	70	97
Ivory Coast	1962	92	98
Ethiopia	1965	92	96
Ghana	1962	71	90
Guinea	1965	86	96
Kenya	1962	70	90
Liberia	1962	86	96
Madagascar	1962	75	85
Niger	1962	98	99
Nigeria	1962	75	94
Senegal	1961	89	99
Tanzania	1962	86	95
Zambia	1963	65	78

Table 2. Nigeria : Educational attainment, 5 years and over 1969.[10]

	Illiterate	Literate in Roman Arabic Script.	A few years Schooling	Finished Primary School	School Cert. and above
Urban Population	32%	18%	25%	20%	3%
Rural Population	75%	10%	12%	2%	0.1%

Illiterate :

Urban : 80%
Rural : 98%

Permanent Literate:

Urban : 20%
Rural : 2%

In addition to above pictured facts, Africa in general has also the lowest primary school intake (as low as 8 to 15%), and maybe also the highest primary school drop-out rate being 30 to 60% according to some reports. Mathematically speaking, the dark picture becomes still darker, if in a country with 1,000,000 school age children only 10% attend school i.e. 100,000 and if out of this 40% will drop out (40,000) then it means that 900,000 plus 40,000 children (94%) will become illiterate youth who will enter the dark adult world and makes the number of illiteracy every year still larger. It is abundantly clear that in such countries the battle must be waged in two fronts, the adult and the youth battlefield. In this case, as there are no schools available, only out-of-school education can be provided for these children. An innovative wayout must be found, and that is nothing else but youth literacy education in class instruction and or in small groups. Youth literacy becomes a must. It should be emphasized that through this literacy those younger generation can be saved, and made literate in about one year instead of 4-5 years at school (the required time for becoming permanently literate). It should be remembered that the primary and secondary schoolage years are the best period in human life to learn. Inherent to this fact, of course, the content and method and instructional literacy and post-literacy materials should be adjusted to the youth age-level, their needs and interest, and their living conditions. Further, it is certainly much better to bring them into light of knowledge at this stage than to postpone it till their old age. "Prevention is better than curing."

Of course, countries with nomade tribes face an additional problem, and might be compelled to provide ways and means for individual literacy learning.

The picture given may look too dark, the figures too conservative. It is therefore the more encouraging to see better quantitative achievements, increasing results of many improved and expanded efforts in the last years, e.g. Guinea has a mass programme to enrol 80% of her entire illiterate population, and for this purpose 49,400 secondary school students, 5,000 school teachers and 600 university students were given training in literacy work in 1968. Tanzania has obliged all school teachers and rural development workers, and mobilized farmers, community leaders and Party members etc. for her national literacy service, and has a well-planned programme to wipe out the national enemy by stages, for instance, it has been working to achieve total eradication of illiteracy in three districts before the end of this year. For the work-oriented literacy experimental project in 1971 she will have in the field 400 inspectors and 3000 trained instructors.

Along with the efforts for better quantitative results qualitative improvements have been introduced in many countries, through innovative curriculum development, better methods of

teaching; revision of old primers or production of new literacy materials based on functional approach, more intensive literacy instructor training, use of mass media, etc. It should also be noted that some governments have given more and serious thought on the improvement of the so far existing imbalance between formal and informal education as regards planning, financing and personnel. To cite the concern expressed at the Commonwealth Education Conference, 1968 in this regard :

> "The low priority accorded to adult education and adult literacy, justified as it may have been in the past, should be remedied in the light of the new role discerned for programmes of functional adult education including literacy, for which cost has been a major cause of delay in implementing programmes. Even, on the old basis, it could be argued that adult education might be more fruitful than hastily promoted expansion of primary education ... Furthermore, school education for children is slower to yield results, as it is spread over a number of years instead of the one or two years required to provide an adult with a modicum of useful education which can be related to job opportunities in a way that school education cannot ... Such programmes should be accorded high priority and should be developed as an essential complement to formal education." [11]

The newly re-activated concept of life-long education has also given rise to re-thinking and better understanding. Formal school education is not enough or learning does not stop at leaving school. Life in the present and coming world requires continuous learning. Life has additional demands and new aspirations. Every worker, male and female alike, the highly skilled and the layman, must follow the swift changes and progress of science and technology and has always to learn something more in order to survive, to keep abreast and not to fall behind or become out of date in knowledge, profession and skill. In conclusion, adult education including literacy forms an integral part of life-long learning, an indispensable link in the chain of life-long education. The fight against illiteracy is just a preliminary stage, which should be followed by post-literacy and other adult education stages. Through functional approach and through the action of the environment, literacy finds its place in the context of adult education, which in turn is being placed in the overall context of life-long learning.

It should also be noted with satisfaction that mentioned international concern about the crisis in illiteracy has taken a more concrete form. Following a resolution of the General Assembly of the United Nations Unesco founded the World Literacy

Programme which after the adoption of the new concept of functional literacy in 1965, was reformed into the present World Experimental Literacy Programme. In the framework of this programme advisory/planning missions were sent to 38 countries, 12 major or macro projects costing about US $50,000,000 and 7 micro projects/experiments were launched, and technical assistance given by Unesco to a number of countries outside the World Experimental Literacy Programme. U.N. and other international agencies, foreign governments and private bodies continued to provide financial and material assistance, in addition to moral support (appeals and pledges) given by non-governmental organizations, economic enterprises, heads of states, and world leaders.

The Economic Commission for Africa (ECA), already in 1964, adopted a resolution inviting Member States to include "the eradication of illiteracy within their overall development plans" and recommended the establishment of literacy programmes "in accordance with the most urgent needs of social and economic development".[12]

Lastly, in connection with the Second Development Decade the General Conference of Unesco in the end of 1970 adopted a resolution including a recommendation to Member States:

> "to include the concept of human development and lifelong education in all aspects of school and out-of-school education, including literacy programmes."

Summing up, the fight so far has not been successful enough. The number of illiterates is still increasing. The concept of traditional literacy with its related methods etc. has proved to be of no great practical use, leading to relapse and bringing about wastage.

The role and urgency of literacy for the development of an individual and a society, a nation as a whole and a world community at large has been recognized since long, more emphasized and better realized in the last years. The economic aspect has been brought into brighter light and focus. Some new strategies have been touched upon : literacy as an indispensable link in the chain of life-long education; literacy as an integral component in economic development; illiteracy being a complex evil is to be fought at various fronts. A new concept has been introduced. It is hoped that this will lead to improved and new policies, measures and programmes of action.

The organizational and financial problems will be dealt with in the next chapters, particularly the technical aspects in view of the desired road to be followed: from traditional to functional literacy and development.

II. [illegible] EDUCATION

GENERAL

The history of the fight against illiteracy shows that literacy teaching started a few centuries B.C. has not only a non-spectacular result but also a slow development. The centuries-old aim of teaching rudimentary skills of reading and writing, the 2 R's because in many cases arithmetic is excluded, has survived till the present modern time, although slightly modified for improvement.

However, the need for literacy has grown more rapidly, and the significance of readin g and writing abilities has become more evident with the development of industry (industrial revolution), the progress of science and technology, and the conscience of man. The emergence of independent nations striving for economic and social development, nation-building as a whole also necessitates more attention and greater efforts for the improvement and expansion of literacy teaching.

The truth of centuries-old wise saying : "Man must learn from his cradle to his grave" has emerged, and its real value manifested in actual life experience. Life has become more complex, and the struggle for it more difficult. Literacy is no longer an efficient and adequate weapon in the fight for existence and progress. Literacy abilities must be supplemented by other knowledge and skills provided by adult education. Thus, literacy has become part and parcel of this wider education. Adult education itself is necessary for everybody, primary school leavers as well as university graduates, highly skilled as well as low-skilled individuals, and laymen.

The old and so far forgotten idea or concept of life-long education has become alive and activated, and adult education including literacy is on the right way to insert its appropriate place in it.

To this end, the most important and crucial thing required is, to show in practice its real value and direct benefit to the learners and to those responsible for adult education. Literacy teaching in particular, has to meet this demand. In the following chapters we shall see the position and abilities of traditional literacy in this regard as compared to functional literacy.

CONCEPTS AND METHODS

Along with that aim, the old concept which has built up itself into a "life-long" tradition, is still regarded as the means in mass campaigns or large-scale operations. The concept of teaching literacy as an end in itself and non-inclusion of a socio-economic component is fulfilling the aim . It is sufficient to achieve the elementary standard of attainment aimed at.

Concepts define or indicate the teaching methods and techniques to be applied.

Educational psychologists say that there is a special psychology of learning reading and of learning writing. In other words, the teaching of reading is to be based on different psychological findings than the teaching of writing.

Mr. William S. Gray in the report of his extensive study on the teaching of reading and writing, which took him two years to complete (1952-1954), after discussing social and linguistic factors (the role of reading and writing in fundamental education, and influence of type of language on literacy training) stated that psychological factors should be considered with equal care.[13]

Mental processes are difficult to describe. Studies in psychological processes of reading have resulted in various findings, depending on the time and the nature of the research or experiment but basically on the change or progress of theories or principles in psychology which greatly influence the methodology of teaching. For instance, before Gestalt Psychology the method which starts teaching with single letters (alphabetic and phonic method) and combinations of a few letters (syllabic method) as units - nonsense units and meaningless syllables - was widely accepted and used. Gestalt psychology says that forms and objects are perceived as wholes or totalities, later in increasing details , produces the global or sentence-method.

In the field of writing similar development has been observed. In the early periods synthetic methods were widely used, starting teaching with elements of a letter, horizontal lines, vertical, long and short lines, curves etc., all nonsense units which procedure is against the psychological process of perception and interest of the individual. By its rigidity and imposition of "learning" it ignores the personality of the learner and kills his interest. Too much attention was concentrated on form and quality of handwriting. In the last years the teaching of wholes (letters separetely or connected) has been introduced.

Both, the teaching of reading and writing, have to take account of the age of the learner, his mental abilities, feelings, will-strength etc. which differ according to age and experience. Dr. M.O. Durojaiye, a psychologist in the Department of Adult Education, Ibadan University for instance, was listed a member of differences in learning process between a child and an adult (Appendix 3).

Of course, among adults themselves in a literacy class there exist differences in mental abilities, mental maturity, logical way of thinking, etc. which should be taken note of.

Further, both teachings are inter-related in practice. The ability to recognize and read letters and words assist the act of writing. We write something we know or we must know first the symbol or form we are going to write. In all instruction, therefore, the teaching of reading precedes that of writing. Its present handwriting as regards its aim and method and exercise does not pose special problems. Although it is of no less importance and interest to the learner in his daily life - we shall further concentrate on the methods of teaching reading.

As pictured above, methods have undergone various changes due to development in psychology, concept and aim of reading, social and linguistic factors. Needless to say that there is no such thing as a universal method, suitable and applicable in all situations for all peoples and languages.

It suffices here to present the various methods with a short description and mentioning criticisms or objections made to each method, bearing in mind the objectives of teaching perfect reading. They are to teach/cultivate :

(1) reading skills

(2) accuracy and independence in word recognition,

(3) comprehension, thoughtful reading,

(4) intelligent and critical attitude to ideas presented in reading materials,

(5) readiness to apply the acquired knowledge, or new ideas, applicable and useful,

(6) interest in further reading for learning.

1. Alphabetic method

This is the oldest method and used universally since years B.C. till the early part of this century. Apart from all criticisms it looks certainly as the most ready-made and simplest method of teaching, and the easiest one for an author to construct and write. Teaching starts with the smallest elements, single letters which after being drilled and repeated thoroughly will be mastered by the students. They learn the names of the letters in their alphabetical order by repeating them as many times as necessary till they are familiar with the forms and sound after which they will be taught to combine the separate letters first into syllables and later into words and sentences. If they master the letters sufficiently, they will be able

without much difficulty, it is assumed, to recognize new combinations. In many cases, the first letters given are the vowels in order to facilitate combination. Due to this process of teaching (from single elements to combinations) the method is called synthetic or spelling method. The primer is often given the name of "ABC Book".

To attract and maintain the attention and interest of students later on, some devices have been thought out e.g. by immediately associating newly introduced letters with syllables and short words; by introducing each letter in a picture resembling the letter or over which the letter can be drawn to show the resemblance or out of which the letter can be drawn as applied in Lauback methods (sometimes in a too artificial way); by introducing the letter in different words beginning with the letter.

E x a m p l e

a	e	i	o	u
ba	be	bi	bo	bu
na	ne	ni	no	nu
ba be	be be	bi bi	bo bu	bu ba
ba bu	be bo	bi bu	bo na	bu be
ba na	be nu	bi na	bo nu	bu no

From these syllables combinations can be formed as many as possible among which meaningful words can occur or specially selected.

Criticisms/Objections

(1) Presenting single elements (letters) to be learned initially, notabene meaningless units is not in accordance with the psychological process of perceiving forms and objects. In other words it is not the natural way human beings learn something.

(2) Mechanical drill, particularly in this case of nonsense units is boring and may kill the interest of the learner.

(3) It may also create a dislike for reading.

(4) It does not lead to reading for something (meaning), on the other hand it may encourage the learner to just guessing the element and meaningless combinations.

2. The Phonic Method

This method, similar to the Alphabetic method, starts teaching with elements. However, if the latter teaches the names of the letters the former teaches their sounds which produce syllables and words. The sound is repeated, while pointing to or looking at the form (letter), as many times as necessary till the association between sound of the letter and its form is established. If the learner has mastered a few sounds, it is assumed, that he can form large combinations (syllables, words/and recognize new combinations. Therefore, this method is also a synthetic method.

Proponents say that the phonic elements in the whole alphabet can be taught in a logical sequence. As a rule vowels come first, consonants are introduced in combination with vowels.

Criticisms/Objections

(1) This method is criticised as the Alphabetic Method, for its teaching of elements (sounds), nonsense units first to come to meaningful words.

(2) It is also giving too much emphasis on mechanical practice "endless" repetitions of meaningless sounds, too much emphasis on word recognition.

(3) A consonant can not be accurately sounded except in combination with vowels, and may have a different sound if pronounced separately.

(4) This method is limited in use. It can be applied only to a phonetic language, having phonetic or pronunciation spelling in which each sound is always represented by a single letter (form) or in other words, where each letter written is sounded always the same. It is hardly practicable for an alphabetic language.

Partial improvements and innovations have been introduced to minimize the shortcomings, e.g. by use of pictures and colouring the letters, (presentation of the letters visually and orally),

introduction of the letters according to their frequency, immediate combination of learned letters into meaningful combinations etc.

3. The Syllabic Method

In this method the basic or key unit used is a syllable which are taught by repeated exercises. If the student has mastered recognition and pronunciation of a few syllables, he goes on to combining them in words (either meaningless or meaningful) and further words into short sentences. Thus, this method is also a synthetic method. After repeated exercises the student can decipher words and sentences, constructed from syllables he has already learned. The elements of a familiar or learned syllable or words can be recognized. The student can analize a word into its syllables and a syllable into its elements (letters).

The method is suitable, particularly for syllabic languages i.e. languages the root-words of which are basically syllables, such as Spanish and Portuguese and many vernacular languages in Africa and South-east Asia. In these languages many syllables are themselves complete or meaningful words already so that with a limited number of syllables meaningful sentences can be constructed. The mechanical exercises with meaningless syllables can be passed as soon as possible.

E x a m p l e

ba	ba	ba	ba
bi	bi	bi	bi
bu	bu	bu	bu

ba ba	bi bi	ba	bu
ba bi	bi bu	a	bu
ba bu	i a	u	bi

In Indonesian language the syllable "bu" has a meaning (mother), all syllable-combinations are meaningful words already. This example shows that with three letters introduced in three syllables a number of words can be constructed which facilitates and quickens the step to meaningful reading.

Criticisms/Objections

(1) This method is also open to criticism as the two previous ones as regards its use of "broken" units, and consequently use of meaningless syllables in its drill and mechanical exercises with all its consequences mentioned.

(2) The ability to recognize and pronounce meaningless syllables in words does not secure reading for meaning.

(3) The method is suitable only for languages with simple syllable structure, particularly for syllabic languages.

Improvements have been devised and introduced by using pictures illustrating the selected syllables, by systematising the introduction of new syllables and ordering new words according to frequency, by going over as soon as possible to meaningful words, phrases and sentences.

4. The Word Method

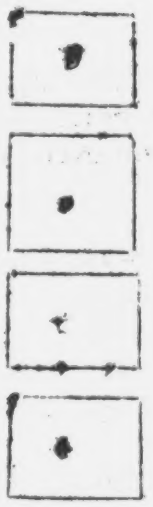
The basic unit to start here is a word called key-word which is taught by reading and pointing to it (focussing attention to) repeatedly. Through these exercises of repetitions and recognition (saying and seeing) of the key-word either singly or in combination with one or two other words the students learn to recognize and comprehend the word. This method is regarded much better than the previous ones which apply nonsense elements and meaningless syllable units. It starts from the very beginning with wholes for recognition and comprehension which stimulates intelligent exercise, and when combined into sentences leads to reading for meaning. It accords with the psychological process of perception and personality factors of the individual (attention, interest, like and dislike etc.). The interest of the learner in reading is thereby cultivated.

Words thoughtfully learned and thoroughly comprehended in that way can then be broken down or analyzed into their units (syllables and letters) by the learner himself with sufficient guidance.

Following these procedures the method is then synthetic and analytic called analytic-synthetic.

The use of pictures, word cards and other devices is again helping the student in recognizing and comprehending words. A special type of this method is called the "normal words method" which introduces at the outset a number of words at the same time which represent the most frequent and needed basic sounds of the language. In this type the learner is directly familiarized with the necessary phonetic sounds and symbols.

E x a m p l e



(eel) a al
a a l

(uncle) o o m
o o m

(one) e e n
e e n

(uncle eats) o o m eet
ee t

Second page of a key-word method book "Zien on Zeggen (see and say) used in schools in Holland. Edition 31, year 1950.[14]

Note : though it is a book for school children it gives a simple but clear picture of the method.

Criticisms/Objections

(1) It is feared that the early introduction of words will be too difficult.

(2) In the early periods analysis was introduced at a very late stage, and it was argued that the student by himself would be ignited to do the needed analysis by his intuitive insight. This raised doubt and criticism. Ealier analysis exercise with sufficient guidance has therefore been recommended and introduced.

5. The Phrase Method

This method takes a phrase unit to be taught. As in the former methods the student learns the unit by seeing and repeating the phrase written by the instructor on a blackboard. It is assumed that the unit can be learned (recognized and comprehended) more easily because it is a complete whole representing a thought-unit which facilitates intelligent and efficient reading. Out of a phrase a word is then selected most suitable for being carefully studied for analysis of its elements (syllables and letters). The word is treated as a key-word in the word method. Thus, this method is called analytic. Analysis comes first and synthesis follows when the student has learned letters (in most cases through syllables).

E x a m p l e :

Good morning, friend.

I'm John.

What's your name?

I'm Joseph.

etc.

Through oral repetitions the class learns to recognize and to pronounce correctly the following words (one by one).

Good morning friend, what is your name?

Then the word "friend" is chosen. To quote the guide given in the relevant teachers' book :[16]

> "For the writing exercise, analyse the sounds of the word friend. Write it slowly on the blackboard. Then write f only and teach the learners to write it. Then all the other letters of friend in the same way until they can write the whole word." (p.).

Criticisms/Objections

(1) This method is open to similar criticisms as the word method.

(2) Some critics say that a chosen phrase might not represent a suitable eye-fixation unit.

(3) Compared with the other "simpler" methods it is uneconomic.

6. The Sentence Method

The unit is a sentence representing a totality (Gestalt). A total whole of a thought which is, it is argued, the true unit in a language, the natural unit in reading and speaking. In this way the method starts from the very first beginning with meaningful material, which through repetitions can be comprehended and recognized at sight more "easily" (compared to reading nonsense elements and meaningless syllables). As mentioned earlier this method is derived from Gestal Psychology, is in accordance with the concept of learning with Gestalt. It is called the global method.

Specially pre-pared sentences (sentence cards suitable for class and individual use) are read repeatedly by the learners together or individually till they can read them and recognize the component words. The process of analysis or "de-globalization" is regarded of crucial importance. It is assumed that the "urge" or "ability" for analysis will emerge when the learner has learned a sufficient number of sentences and words. He will then analyse each word into its elements (syllables and letters). Therefore synthesis, in pure adherence to the theory, is neglected or comes very late in the sequence of reading activities. The use of wall pictures with sentences, (sentence cards for class use), sentence cards and word cards (for individual use) which may be "cut" into their elements etc. is a necessity in this method.

It is argued that this method if correctly and thoroughly applied can meet the objectives of good reading.

However, doubts have been expressed as to the soundness of the Gestalt concept and the "word-analysing theory". Further, it is criticised that it lays too much attention to reading for meaning, and devotes insufficient time for accurate word recognition and synthesis. Many users say that the method is too complex, too difficult for common literacy teachers to apply.

In conclusion, there are many methods, and it is impossible to determine which one is the best for universal use : A method is just a means - of course it should be a good and suitable means - to achieve a goal in an efficient and quick way and if possible also in an easy and cheap way. We know what the aim of good reading is. We also know that each language has its characteristics and that learners differ in age, background and experience, educational level, also in needs and interest.

A method should take note of those various factors. Further it should be remembered that how excellent a method is, its application, and success depends to a great extent also on the quality of teachers who apply it. In battle terms : the most modern and suitable weapon to kill the enemy, in this case illiteracy, will be useless in the hand of a soldier who does not have sufficient knowledge and skill to handle it.

We know the quality of literacy teachers and field workers in most "illiterate" countries. We are also aware of the lack of funds to buy expensive literacy materials and teaching aids, and the absence of modern equipment to produce them. At the same time we realize the urgency for large scale actions, that mass campaigns are and will remain an imperative for a long, long time to come. Only simplified application of science, technology and modern theories may bring about practical solutions and actual deeds. In practice : simplicity for practicability.

In the next chapters we shall discuss Traditional and Functional literacy, and try, at the end to give a detailed comparison between the two concepts.

III. TRADITIONAL LITERACY

GENERAL

Traditional Literacy is the product of time. It refers to a historical evolution. The term "traditional" itself, of course, has been added to the concept after a long existence of it. As mentioned earlier the effort to teach reading and writing started centuries ago. In Europe it went back to the time of the Greek phylosophers, in the Middle East to the period of the Pharao's and in the Far East to the era of the great Chinese dynasties, a few centuries B.C. The fight against illiteracy making use of that "concept" has continued till a few decades ago, in a number of countries even till now. As it is the case with inventions and theories in other fields e.g. with medicines, clothes, molecule theory etc. the concept underwent changes, at the end was found unsuitable or out-dated. This was particularly brought about by experience, and pushed forward by new demands of life, progress in science including psychology and technology. The concept used traditionally during all the centuries in the past has been "crowned" with the title "traditional" when a new concept emerged i.e. functional literacy. In 1963 the Director-General of Unesco in his report to the United Nations on co-operation for the eradication of illiteracy, "declared" that illiteracy is also a major obstacle to economic development. Following the Teheran Congress (1965), and after the new concept or "ideology" has been adopted officially by its General Conference the Organization changed the name World Literacy Programme into World Experimental Literacy Programme and as already known, started with advisory missions and with launching functional literacy experiments, precisely speaking work-oriented literacy programmes.

Traditional literacy has become obsolete and blamed (in all fairness it is the people who have defended and used it are to be blamed). Compared to functional literacy people are apt to say that traditional literacy is meaningless, a wastage of time, energy and capital. They are in their right because they speak out the truth proved by surveys, research findings and experience. Some quarters may blame those people for applying such harsh words. It may be so but in all fairness again and objectivity it is now these groups and individuals who are to be blamed or at least to be condoled.

Why? They are informed about the shortcomings and or failures, or they have seen and experienced the tragic consequences of traditional literacy but, notwithstanding, they defend it or go on with it although it is unsuited and inefficient, and not killing the enemy. It is like taking or giving a kind of medicine which cannot cure the disease effectively because it has lost its power or has become out-dated. Naturally, in cases of emergency every man will be inclined or compelled to look for rescue in every hope-

giving medicine or tool. In terms of fighting, every weapon available will, of course, be used to fight one's enemy. But in normal cases every rational man will make a choice or try to improve the medicine or make a stronger weapon, if necessary by acquiring some additional knowledge or by asking for advice or help from somebody else.

What are the shortcomings bringing about mentioned negative results of traditional literacy? There are many factors, social, cultural, psychological, economic and technical, apart from financial reasons. To start from the point of view of the patient or illiterate :

(1) As his environment in the rural area is very remote from other villages and towns, and life is very simple, he and his mates are satisfied with their poor (though maybe not unhappy) life. As everybody is able to do his work, the community members do not need to learn reading and writing to acquire new knowledge and skill. If there is a disease they prepare their own medicine. Well, if a sick person dies nothing can be done.- It is his lot, determined by nature or some evil power.

Is there such a place with such community in any one country? If there is, it is only a question of time till communication and trade with the outside emerges, or till government or somebody else comes to such people, opens their "blind" eyes and fills their "empty" mind. Literacy can be started, of course, if this happens and if motives and willingness emerge or are created. Literacy programme for this place will then appear at the bottom of a priority list, in other terms the attack by the literacy army to this position of ignorance and backwardness may be postponed.

(2) Groups of people or villagers living in a traditional and closed culture with its inherent customs and superstitions, which bind them to their knit way of life or which discourage them to except change or to take up close contact with other more enlightened groups, for whatever reasons, may say that they are not in need of new knowledge or skill. This will disturb their peace and threaten their superculture.

Are there such groups or villagers in the present independent countries? If this is the case, again the urge for change and learning must generate from within, from inner-unrest or dissatisfaction of individuals in the group or it must come from outside brought either by silent evolution or planned action of some agency. And again, it is a question of demand, and priority.

In some countries government circles and responsible leaders do not go to the battlefield of illiteracy with the argument that the illiterates do not have interest in learning due to the influence of past colonialism or certain religious attitudes (this again due to ignorance or false interpretation). Whatever the truth may be, such responsible persons may be confronted with the question : Thus, those human beings, fellow citizens must be blamed and left to their fate, to remain in a state of ignorance, poverty and disease? History and experience has proved that adequate information, publicity, persuasion and motivation are able to create understanding and arouse interest.

(3) Some people feel ashamed to show their shortcomings or ignorance by learning reading and writing in public (in classes) or think that they are too old to learn.

This socio-psychological barrier found in villagers as well as in town people can be surmounted by various means including psychological ways provided that their environment or living demands some more knowledge and skill for the improvement of their social or economic status to be gained through literacy.

(4) Some isolated people say they cannot attend classes because of great distances and lack of transport. These people are right. In this case facilities must be brought to them. If they are provided literacy primers one literate individual may help them. One teach one.

(5) There are farmers and workers who say that they have no time left for going to literacy classes. They are too occupied and busy and too tired at the end of the day. Others say that the knowledge and skill they possess is sufficient. There is no direct need for learning reading, and writing.

Are they really too busy to have no time left? Maybe, but then only during certain periods or seasons. Otherwise it can be shown easily that there is spare time, at least during certain times in the week. Is their knowledge and skill sufficient? It is against basic human desire and life-need not to seek betterment, not to earn more etc. Furthermore, it is almost not imaginable that the changing situation of their environment and benefit or advantages gained by fellow citizens, thanks to their being literate, will not open their eyes and stir their feelings. This outside influence may not be under-estimated.

In summary, in rural areas, in villages as well in towns there will be always people who say or think that they do not need to learn reading and writing, or that they are not attracted by literacy classes. There are always environments that do not seem to demand new knowledge or additional skill for the illiterate farmer, worker, driver, etc. But in most cases they do not refuse activities which may help them. For government as well as private agencies the problem is how to arouse understanding and confidence and to create interest. And most important is how to show that literacy is really something that is required, that it will provide direct social and economic benefit to the illiterate in his daily life, for his individual and community betterment. The benefit accruing from literacy may take various forms. It may be either material, financial or non-material. Further, implicit in benefit is incentive, which can give more spirit to the hesitating literate and additional strength to the weak. Incentive may again be material or non-material. One among the latter is the desire to achieve self-respect and human dignity, which can create a powerful or sacred fighting spirit, a strong will and even readiness to sacrifice, particularly in suppressed and humiliated individuals and nations, e.g. women folk who, in many countries have suffered and are suffering from discriminative treatment and humiliation by men and their community; poor groups in a society who have been exploited or cheated by their richer or educated elite; people who have experienced all sorts of sufferings and humiliation from their colonizers, imperialist or feudal masters. When they once have got their freedom, the more if this has been attained by strained efforts or hard struggle, their spirit for independence can be transformed into that of freedom from ignorance and backwardness. Their burning desire to show to the ex-colonial powers or cruel oppressors that they are no longer slaves, that they are human beings who have self respect and dignity, and able to achieve progress to improve their own lot may create a great inner-pushing power. One of the great successes achieved by such spirit and situation has been manifested for instance by Indonesia. Along with this historic example, however that brilliant exemplary achievement has renewed the warning that elementary literacy or a partial cure of the disease is not sufficient because a part of the new literates will fall back into illiteracy or the disease will re-appear. In the terms of Mary Burnet in her booklet "ABC of Literacy" it is not enough to feed a hungry man or to cure a sick man but the former must also be provided with a way to earn his living and the latter must be taught to avoid the unhygienic practices that made him sick.

To achieve this suitable time, literacy must be adapted to working cycle, learning abilities of the adult illiterates, geared to their felt needs and real interest. As it is noted earlier and will be explained further, particularly from the technical point of view traditional literacy does not fulfil the requirements and is therefore "branded" as "meaningless" and wasteful.

AIM AND CONTENT

From the above review it it clear that the aim of traditional literacy since the conturies ago has been the teaching of reading and writing an sich, being an end in itself. This means that the content is not given enough attention, in other words it does not matter so much whether the learners are taught some useful knowledge, whether they can apply the acquired literacy abilities in their daily life. Therefore, it is thought that it is sufficient if the adult pupils are able to read and write a few sentences.

Arithmetic is not required as an indispensable component, or in many cases it is limited to the writing of the figures only. Reaching this level of traditional literacy, understandably, does not require a long time. After 40 to 60 teaching hours (3 to 4 months if classes are held 2 or 3 times a week of 1 or 1½ hours period) a test can be administered, consisting of writing a short simple letter. Certificates are then distributed to successful students. They are recognized officially, as literate persons.

This situation has continued to exist till now in some countries including Nigeria, although efforts have been made for some improvement. For example, Mr. Mustaz Ahmed who made a study on the organization of literacy teaching in the Western Region of Nigeria covering the period of 1960 - 1964 [17], wrote the following:

> The classes were started in 1946. In 1954 - 56 the teaching of English, Arithmetic, History, Geography and Civics known as "fundamental Education" was added (underlining, author) to the teaching of reading and writing.....
> The attainment of an elementary level of reading and writing was considered enough to declare a person "literate". The classes were held only for four months. They met, at the most, three days a week for one hour every day. In fact only 40 minutes of teaching was recommended. Thus the total instruction which an illiterate received was not more than 48 hours.....
> During the four months course only a primer and a small reader are used.....The sentences in the primer have hardly any meaning. None of the lessons has a central theme or adult concepts.....

there are no set papers for the examination. It is given locally and usually consists of writing a letter and a few sentences and figures dictated to the class".

A new edition of the primer "IWE KIKA FUN AWON AGBA" 19 (Book to learn reading for adults) contains 27 pages ending in an example of a letter. The successive lessons are in content, totally separated from each other. There is no relation at all. The first lesson starts with "baba" (father), followed by lessons on "abo" (hen), "bata" (shoe), aja" (dog) omo" (child) "ejo" (snake), etc. ending in "igbin" (snail).

Few example:

Page 1.

baba ba ba a b

b a b a b b a a

ba aba baba

aba baba

a ba baba

a ba a

baba ba a

ba baba ba a

a ba a ba baba

a ba baba ba a

Page 3

bata ba ta t

ta to to ta ta

t b t a b o t

bata ata tata to toto

ata ta baba

ata ta a

a ba baba bo ata

a ba baba bo o

a ba baba ta bata

a ba a ta bata

(1) agogo a go go g
go ga ge go ge gi go
g p l g t n g r

(2) Oja ni Ige ti ra agogo na. (Ige bought the bell from the market)

(3) Ige ni aga ti o ga. (Ige has a high chair)

(4) Ile na ga, o ri gogoro. (The house is high)

(5) A ra ege eja ni oja Gege.(We bought cutted fish in Gege market)

(6) A ge igi no, a ge e ge e.(We cut the tree, cut, cut)

(7) Mo ra ege ati gari ni oja Agege.(I bought cassave and gari at Agege market)

(8) Ba mi ge igi na si meji.(Help me to cut the tree into two)

(9) Salami, o ba mi ri age mibi?(Salami, do you see my cutlass?)

(10) Aina ba a ge igi na meji(Aina, helped cut the tree into two)

(11) Alaba ati Abiba ni aga ti o ga.(Alaba and Abiba have a high chair).

The following table will provide an overall picture:

Table 3. IWE KIKA FUN AWON AGBA

a (1)	b(1)	d(18)	e(8)	e(13)	f(16)	g(14)	gb(22)
h(20)	i(7)	j(5)	k(17)	l(10)	m(6)	n(12)	
o(2)	o(6)	p(9)	r(4)	s(11)	s(21)		
t(3)	u(15)	w(19)	y(19)				

The figure between brackets indicates the number of lesson in which the letter appears for the first time.

Table 4

No. lesson	No new characters	No new words	total of words	total of sentences
1	2	3	23	6
2	1	3	30	7
3	1	5	26	6
4	1	3	28	7
5	1	4	29	7
6	2	5	44	10
7	1	7	48	11
8	1	5	54	10
9	1	7	54	10
10	1	10	46	11
11	1	12	61	10
12	1	7	59	10
13	1	9	61	10
14	1	13	73	10
15	1	10	75	10
16	1	16	70	10
17	1	20	66	12
18	1	15	70	12
19	2	25	80	12
20	1	13	79	11
21	1	12	74	10
22	1	15	82	12
23	-	26	95	11
24	-	25	87	12
25	-	17	77	11
26	-	38	-	-
27	-	15	80	5
Total	25	340	1571	253

The Primer used in the former Northern Region, now the six Northern States titled "HANYAR KARATU" (The way to read) which followed the same line was even shorter. It consisted of 16 small pages. Each lesson covered only 3 to 6 lines (words and or phrases) as shown below:

Page 1:

karatu (read)

ka ra tu

kara kaka tura tuka

tuta takura tara takara

kura (hayana)

ta tara tutu

ku raka ta

ka tura ta

Page 8.

adada (hut)

dami doro sinima

dabino amana hamada

masa mayani danko

saniya (cow)

tana daka doya

rami ya yi kusa da daki

tana ba saniya dusa

na yi mamakinsa matuka

The last page (page 16) covered again two parts, "Jaki." (donkey) and "tulu" (pot).

Clearly, it was not only shorter but also less in content because it contained no figures and an example of a letter.

An example of the final examination question administered in one of the States in 1969, and the answer of a student is given at the end of this chapter.

In 1970/71 the situation changed to the better. Thanks to a seminar on Functional Literacy and Development held by all Northern States in the end of 1969 and a consequent working seminar, that old primer has been revised to bring it more in line with the functional approach and replaced by a literacy set consisting of one comprehensive primer an arithmetic book and an accompanying handbook. The duration of the literacy course has been changed from 4 to 9 months. It is expected that the new course will not only provide better and more useful result but also of more lasting if not permanent literacy. The old literacy teachers have been given additional training or refresher courses enabling them to cope with their new task. Naturally, the final examination takes another form and contains additional questions. For comparison an example of the questions and answers is also given at the end of the chapter.

It is indeed, a great step to functional literacy, as regards content. In socio-political sense it is certainly functional and the comprehensive arithmetic gives it a certain economic value. If completely and appropriately taught by trained instructors fully absorbed by the learners it will form a sound basis for further individual learning and give greater retention power due to the rather advanced standard of attainment, comprehensive and useful content.

In conclusion:

The aim of traditional literacy is too narrow. The mere teaching of reading and writing should be extended and the level of attainment heightened.

The "meaningless" and themeless content including only one component (the 2 or 3 R's) should be changed into a meangful, useful and programmed one. At least it should be enriched with a politico-social or cultural-religious component.

Consequently the duration of a course should be prolonged to cover at least 100 to 120 actual teaching hours. If this is impossible or impractable the course can be divided into 2 stages. Anyhow certificates should not be distributed after a 40 - 50 hours course only.

Methods and Techniques

There are various methods applied in traditional literacy. The alphabetic or phonic method, in its pure concept and form, has become obsolete. Using the basic idea some devices have been introduced in the teaching of the elements for improvement and better result. The phrase and sentence method have not gained ground or "popularity" for reasons disdussed earlier. (difficult and expensive).

Most traditional literacy teaching is following either the syllabic method or the word method, as used in the primers listed above. Technical repetition and insufficient attention for thoughful reading are common practice. However, they differ in various aspects e.g. in the sequence of steps or teaching activities and emphasis concerning analysis and synthesis, introduction of phrases or sentences etc., and in the use of illustrations and other teaching aids.

Apart from pure theoritical problems of the method, technical aspects teaching approach and teacher - student relationship in traditional literacy also needs a critical observation. In the traditional practice the adult learners are treated in the class as "school-children". The teaching material does not only resemble or has the pattern of that for children but also presented in a "non-adult" manner. The relationship between teacher and students does not take account of the age, social position and or rich experience of the adult learners.

Further, the mass approach to literacy teaching materialised in large-scale campaigns to achieve mass production as sets a significant influence on methods and techniques, and a certain psychological pressure on teachers and field-workers. Furthermore, no special attention is given to the need of motivating prospective students, of arousing and maintaining their interest in learning. In spite of the relatively short duration of a course irregular attendance and unnecessary drop-out cannot be prevented.

In conclusion:

Heavily mechanical repetitions and meaningless reading should be avoided.

Teachers should keep in mind the particular characteristics of their adult learners (age, experience, psychological abilities etc.), and approach and treat them accordingly. (See appendices). The adults should be made active and involved as far as possible e.g. through discussions etc. and relating teaching with their needs and interest in daily life.

Mass campaigns are a necessity but the desire to achieve mass production should not endanger or neglect quality, It should not lead to opening of as many as many classes as possible which will suffer from absentism and large drop-outs. This can be avoided e.g. if the classes are preceded by sufficient motivation and if enrolment is restricted to interested "candidates" only.

Teacher training

In the early decades of mass campaigns teacher training was not given serious attention. Everybody willing to volunteer was welcomed. It could not be otherwise because hundreds or thousands of teachers were needed. As it was the case with learners, teachers were also not selected with the result that there were all kinds of them, from new literate to secondary school teachers. As noted earlier some countries build their teaching force by recruiting thousands of young men and government officers or by forming "armies of knowledge". A "one teach one" slogan is especially designed to encourage every literate to help his helpless fellow, to draw him from darkness to light.
In most developing countries the schoolteacher is the first and foremost person to be "employed". No wonder, because in those countries the teacher, since old times, is the most educated member of village societies. He has a very high esteem, and is regarded as the "modern" man in his area.

In more organized situations prospective literacy teachers are given a special training the duration of which ranges from a few days to two weeks, depending on the educational background of the trainees, on time and fund available etc. Apart from the question of duration and intensity of the training it should be noted that the content is inadequate in many cases. Socio-psychological aspects such as adult psychological characteristics and student - teacher relationship is given meagre attention or neglected at all. It is true that some primers are provided with teacher's guide or handbook to fill the gap but supply of this important "weapon" is usually very limited.

In conclusion:

> In most countries which launch mass traditional literacy campaigns teacher training is not or cannot be provided. In trainings conducted, either the duration or the content is often inadequate. This inadequacy, maybe is not felt directly or not regarded as essential due to the very limited teaching content (elementary reading and writing and rudimentary arithmetic) and the very low level aimed at.
>
> Teacher's guides may help, of course, but only to a limited extent. Is it then possible to conduct mass literacy teacher training? Is it not too much and too expensive to be expected? Many factors came into play but one fact is clearly proved even by small countries, that if there is a will there is a way.

Result and evaluation

> Earlier the result of traditional literacy, has been discussed, quantitavely as well as qualitatively. It is a pity that there are not many conclusive researches or studies made on the causes of the negative or unsatisfactory results. In general it is said that in mass traditional literacy attendance is not regular or poor, drop-out rate is 3% or more, retention power is low etc.
>
> One of the most recent studies has been conducted by the International Institute for Adult Literacy Methods, Teheran. In 1969 it dispatched about 800 questionnaires to 123 countries. In its interesting Preliminary

Report[22]. The replies given to the questions by 100 projects are classified in 7 main categories: organization, programmes(courses), methods, materials, participants, drop-outs and instructors, As regards drop-outs from replies sent by 74 projects we can present the following:

Table 5:

Drop-outs

Drop-out			Reasons	%
Rate %	Frequency	1.	Students' low calibre	17
34 - 60	34	2.	travel & change of place	15
18 - 33	23			
0 - 17	20	3	no answer	12.5
no answer	11	4	work problem	12
no data	7	5	seasonal work	9
61 - 80	5	6	no qualified personnel	8
		7	bad organization	7
		8	household responsibility	6
		9	shyness and other psychological factors.	11
		10	shortage of material	3.5
		11	illness	3.5
		12	others	2.5

Retention-power, it is said, is small causing 30 to 50% relapse after one or more years depending on the quality and level of attainment, the reading habit of the new literate, availability of follow-up material etc. In this context it is interesting to observe how ministries and other agencies in countries or areas with 70 to 95% illiteracy produce pamphlets, brochures etc. which cannot be read or understood even by new literates while the information is meant for the whole public, at least for the majority of the population. Is it not a wastage? Is the capital and energy not be more useful and the effort at the end more effective if it is utilized in a more suitable and understandable form?

Evaluation concerning methods, progress etc. based on feedback and other materials, is very rarely carried out. In traditional literacy it is not regarded a significant or integral part of a project. What matters seems to be figures, numbers of certificated students although usefulness of evaluation is admitted for correction and improvement purposes.

In conclusion

No need to repeat the deficiences and their impacts. The causes are known for instance, why students drop and, why retension power is small. Above discussion and revealing table of dropouts embodies some steps to be taken, and direction to be followed. For instance, without much additional difficulty and fund, feedback (progress report including problems encountered) can be required from teachers, organizers and supervisors (inspectors) can be charged, not only with organizational, administrative and inspecting duties but also with giving educational guidance and collecting information for evaluation.

PROVINCIAL ADULT EDUCATION CENTRE
MAIDUGURI

4

Ibinhim 29 Jalta gidado
Bargarati

21-4-68

(2) Zuwa ga Mai sa yina A da
Mu Barigija Gai suwa Mai
yawa da fatan alheri
a kullum ina cikin be ge ga
nin ka bayanpaka in shai
damaka
kazo mutafi ka suwa Mu sana-
awaki Mu kai Kapa Mu sayan

(3) (a) Musa u suman
(b) A Mai duguri
(A) dani shida da buyar
(b) dani bakwai da gama sha
daya
(C) dani takwas da hamsin da
shi da

PROVINCIAL ADULT EDUCATION CENTRE
MAIDUGURI
SIGN
DATE

LITERACY EXAMINATION QUESTIONS FOR KONDUGA, MAIDUGURI, YERWA A, AUNO, MAFA, NGURU A,B,C MARTE, YUSUFARI, MACHINA, YERWA W'A' SCHEMES, N.E.S, JANUARY, 1971

1. Rubuta sunanka da inda ajinku ya ke.
2. Nawa ne kudin harajinka na bara?
3. Rubuta wasika zuwa ga wani naka ka fadi abin nufinka.
4. Cikita abinda aka raye:
   (a) Kada ka nemi boka don magani, tafi _____.
   (b) An hana tuka mota im babu takardun _____.
5. Ka tara wadannan £1: 15: Od + 3/6d + 1s. : 6d.
6. Maida mako 81 zuwa shekara, wata, mako.?
7. Gal.: Pt.
   1 : 4
   x
   2
   :

Translation.

1. Write your name and the place where your class is?
2. How much income tax did you pay last year?
3. Write a letter to someone and tell him any story you like.
4. Fill in the blank:
   a) Do not look for a magician for a treatment. Go to .....
   b) It is prohibited to drive without .....
5. Add these together £1: 15s.: Od + 3/6d + 1/6d.
6. Change 81 weeks to year, month and week.
7. Gall. Pt.
   1 4 x
   2

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DATE 1/6/71
EDUCATION CENTRE

M. Bukar Abbakyari be
Baga kaumd
26/2/71

Watia Ata wulan cigono
Sobanyi m. Umar ro Salam ngabo
Salam ben wu kalefa canyiye kalefa
gazaumaro karaganyi kaji ngabo -
Ata ben dalil duo sakka nyiro watia-
Ataga rabo ngənatə shima nəlefa
nəmma nəlefa jamanəm be a
fantə bas təmdngəna nyiyi wuro-
watia gade rubo nəmin no
hakki nyi munde be £1=15=
Hazawas Salam Wuma m. Bukar
Abba kyari be Baga kawwa

(1) £=S=d
1=15=0
3=6+
1=6
2=0=0

(2) 81 x 30 | 567 ÷ 30
7 | 18=7
567

(3) gallan kwalba
1 = 4 x
2
3 = 0

IV. FUNCTIONAL LITERACY

GENERAL

Functional Literacy is called a new concept as compared to the centuries-old concept of traditional literacy, although the idea that education i.e. "literacy" is indissolubly linked with economic and social development,[23] has been in existence before it has obtained official recognition by the General Conference of UNESCO only in 1965 at the recommendation of the Teheran Congress. It is regarded as the legacy of Teheran." The great international meeting of minds to which the World Congress of Ministers of Education on the Eradication of Illiteracy gave occasion established beyond doubt that the existence of countless illiterate adults acts as a brake on economic and social development; and that in the majority of cases the prospects of success of development programmes are largely conditioned by the ability of the State to solve the problem of illiteracy."[24]

It is called functional literacy, precisely speaking work-oriented functional literacy because the literacy aimed at is of such a level and content that the result has a useful function, that the "graduates"of its course are able to use the literacy abilities and the vocational knowledge and the technical skills(the three integrated components) they have acquired, in their work and other daily life activities to the advantage thenselves and the community. Further, as their attainment compared to that in traditional literacy, is of higher quality it is expected that they can retain their achievements for a long time, in other words that they have acquired long-lasting or permanent literacy. As such it is regarded as a factor in development while as noted above illiteracy is beyond doubt an obstacle to development, and traditional literacy has no direct economic impact due to its very low standard of attainment and "empty" content i.e. content with neither socio-cultural nor economic or technical component.

The concept has won world-wide attention and support from various quarters, not only educationists and educational groups but also agricultural and industrial agencies, and last but not least economists, bankers, financiers and economic enterprises. Regional as well as international conferences and seminars held so far, have expressed their appraisal and confidence in the form of statements and resolutions as compiled in the booklet: Government and People's Voices, Literacy and Adult Education for Progress and Human Welfare.[2]

It is assumed and advocated that this new concept is a factor in development. Rationally speaking, it cannot be otherwise but the real truth and particularly the extent of its advantages must still be proved, also its lofty characteristics which will be discussed later.

Its newness, naturally creates new interest and hopes. At the same time it implies difficulties in the search for new ways and means, for instance suitable and efficient methods and techniques, organizational structure, financing resources etc. In all objectivity, doubts and complaints so far expressed should be mentioned alongside above listed high qualities and great advantages. To mention a few of the doubt-bearing questions voiced strongly so far particularly by planners and executors, workers in the field are:

(i) The concept requires too much expertise which is not available in most developing countries, thus its adoption and implementation is beyond reach.

(ii) The cost of a work-oriented functional literacy, if not carried out on a large-scale, is too high which cannot be borne by governments, the more by voluntary or private organizations.

(iii) If carried out rigidly in the way as prescribed by its nature (a separate course for each occupational group etc.) what contribution will it make to the efforts of complete eradication of illiteracy, the final aim of the struggle against illiteracy?

It is hoped that the reports and elaboration given below, will answer the questions and consequently eliminate the doubt, partly if not wholly. We have to wait for definite answers because we are just at an experimental stage. There are as already noted only 12 macro pilot projects (7 in Africa) and 7 micro projects (4 in Africa) which are supported by UN-UNESCO, in the framework of the Experimental World Literacy Programme.

The next question is : What progress has been achieved so far by all those projects? Do their results give hope, and will they satisfy the objectives defined? To answer this question I shall refer to or quote authoritative sources.

1. First of all, the fact that since 1964 the General Conference of UNESCO successively has proved the reports presented to it on the progress of the Experimental World Literacy Programme and decided upon continuation and expansion. In this connexion, it is worth recalling the fundamental aims of the Programme :25

(i) to evaluate the relationship between functional literacy and economic and social development;

(ii) to undertake, with this end in view, a sufficiently intensive experimental programme;

(iii) to introduce pedagogical, methodological and technical innovations and new ways of using communication media;

(iv) to adapt the functional idea to education policies and incorporate it in national literacy programme.

On its establishment it was stated that it was "designed to pave the way for the eventual execution of a world campaign."[26]

2. A summary document on the position as regards functional literacy pilot projects, presented to the General Conference of UNESCO in 1968 (October-November) gives, as its provisional assessment of the first result obtained, the following "overall appraisal" :[27]

Good points

(a) The establishment of new structures (administrative, technical or educational), the opening of experimental classes, the preparation of teaching aids adapted to the requirements of functional literacy;

(b) The interdisciplinary approach based on constant co-operation between teachers, administrators and planners, social science specialists, information technicians and those responsible for vocational training;

(c) The introduction of new educational methods and in particular the integration and synochronization of instruction in reading, writing and arithmetic with vocational training and elementary science and technology;

(d) The care taken to make a systematic evaluation of the results obtained and of the methods used in order to reach the given objectives;

(e) Increased co-operation between Unesco and the different Specialized Agencies or intergovernmental organizations (in particular, FAO, WFP, ILO, WHO and UNIDO).

(f) The improvements already brought about in the execution of national literacy campaigns and programmes through the influence or imitation of experimental projects.

Weaknesses

(a) The frequent changes in the economic or social situation of the countries concerned (affecting for example investment priorities, the aims of agrarian reform, employment policies, etc.), which of necessity have repercussions on the pilot projects, sometimes leading to considerable modification of their objectives and the circumstances in which they are executed (which confirms, moreover, that literacy is indeed an important factor in development);

(b) The relatively long time needed for the planning and organization of functional literacy operations, which may be considered as the price to be paid for adaptation;

(c) Insufficient and often over-formalized co-operation between the ministries, services and bodies participating in the execution of the projects;

(d) Inhibiting restrictions due to the over-rigid organization of certain national educational services;

(e) The difficulties encountered by some countries in finding enough properly qualified national staff.

3. The Director-General of Unesco in his report to the Executive Board in September 1969, on the trends regarding the concept of functional literacy, as well as of the situation existing in the World Programme, noted among other things;[28]

(i) The interest in functional literacy projects is continuing and even increasing in many Member States.

(ii) The idea of functional literacy is greatly influencing national literacy programmes. A growing number of countries are adopting a functional approach in their own national activities, modifying their mass programmes, or putting an emphasis on literacy for people working in development projects or areas.

(iii) There are indications for an increase in bilateral assistance to literacy programmes.

(iv) Increasing interest is being shown by business and financial circles in the concept of functional literacy and its role in development projects.

(v) Trade unions have shown particular interest in functional literacy. A World Conference on Functional Literacy held by the WFTU in May 1969 adopted a Charter on Functional Literacy.

The projects are at different stages of implementation. Out of the 12 macro pilot projects only 6 have reached the stage of operation, 2 have finished preaparatory work, and 4 are behind schedule. Some 65 international experts are working in the experimental projects.

In his conclusion he stated, inter alia: "It may be said that laudable efforts have been made to develop and improve functional literacy activities, but that the Experimental Programme is facing various problems and difficulties, some of which were to be anticipated."

4. Literacy a Newsletter, 8 September 1969 contained the following conclusions:[29]

"If, at this stage on the Experimental World Programme, any general conclusions were to be drawn, they could be set forth as follows:

(i) the methods and techniques used in functional literary are much more complex than those used hitherto in traditional literacy work;

(ii) as the field of action and the concept are entirely new, the means to be employed are different, and in the experiment all kinds of difficulties have accordingly to be coped with;

(iii) in the scientific evaluation of results, difficulties are also encountered, the magnitude of which was not suspected at the beginning;

(iv) the integration of the potential represented by illiterate adults in an economic process implies changes in the national administrative structures and requires participation by the more important sectors of the economy;

(v) the necessary co-operation between the various ministries and services concerned - education, agriculture, labour, industry, social affairs, public works - requires continuous efforts;

(vi) a number of international experts and national specialists are still at the stage of perfecting their knowledge on this new approach and still think too often in terms of traditional literacy work.

5. The Director-General of Unesco, in his address to a meeting on the Experimental world Literacy programme in December 1969, attended by the Panel of Experts on Evaluation, specialists, national directors of literacy pilot projects, principal technical advisers, and representatives of the UN, UNDP, ILO, WHO and IBRD, said:

> "Although it (the Programme) has been under way for a short while only - less than three years - it has already done much, and promises to do more, to mobilize assistance of incalculable worth. Progress in carrying it out has, however, proved to be far slower than was expected and it has run up against many serious difficulties of various kinds."

He further outlined the most serious problems:

(a) One of the requirements, the judicious selection of fields of action, was not fully met, because of the fact that preliminary surveys which were designed to furnish guidance in making the necessary choices were not always carried out with all the strictness desirable so that some of the choices must be reviewed.

(b) Many programmes have fallen behind schedule and target. Organization left much room for improvement. Co-operation between the agencies of international assistance and the competent national departments was not satisfactory, either at government or at local level.

(c) In the field of educational methodology substantial achievements have been noted, but on the whole, despite much painstaking and imaginative effort, the results have been rather disappointing, the main shortcoming being lack of experimentation.

6. The latest provisional assessment of the programme is contained in Literacy Newsletter, first quarter 1971, states regarding "progress made and results obtained" the following on educational theory, methods, programmes and audio-visual aids:[31]

One has only to consider the diversity of the various socio-professional groups and the extent to which they differ from one another psychologically, culturally and in their technical acculturation and economic behaviour patterns to realize to what extent functional literacy aiming at the intensive training of individuals and groups is obliged to take into account the special characteristics of each situation. It would clearly have been out of the question to adopt school-type methods of technical and vocational instruction and the encyclopaedic approach which characterizes them. Pilot projects now possess material for illiterates (primers and reading cards), for teachers (detailed guides in the form of handbooks or cards), and for collective use (posters, guidance by radio, film-strips, slides, programmes in cassettes, animated films...), as well as periodicals for the newly literate, for teachers, and for general information. Where projects have fallen behind schedule this has often been due to the difficulties of such preparation, especially in cases where little or no written matter was available in the language of literacy instruction.

As for the programmes which again are tailored to industrial or agricultural needs - 19 separate ones are currently being applied in Iran, 9 in Mali, 9 in Guinea, 5 in Madagascar, 3 in Ethiopia, 3 in Sudan, etc. The latest educational and training techniques have also begun to be used: programmed instruction, use of the computer, television and radio broadcasts. The whole problem of the method of communication, of the transmission of knowledge, is involved. In the case of functional literacy, the instructor must combine the functions of teacher and technician. Such "double specialists" are not easily recruited or trained, and the methods employed vary considerably from country to country. The number of instructors who have received the necessary special training and are in charge of courses on experimental projects so far totals about 5,000 - in addition to supervisors, administrative staff and educational counsellors.

In the majority of projects, the initial literacy classes have been experimental ones, restricted in number, where national or international teams have put pupils, instructors, methods and educational materials to the test. After the necessary adaptations and improvements,

there has followed the operational stage proper and in September 1969 about 25,000 adult men and women were, for the first time in the world, attending functional literacy courses. A second count made in August 1970 showed that the number had risen to 62,500, and on 1 December, 1970 it was in the region of 170,000. This rapid increase, which at first sight may seem astonishing, was in fact only to be expected seeing that several projects have now reached the phase of expansion. The rate of growth in 1971 is likely to be even higher.

Socio-cultural literacy.

Many developing countries have given economic development (agriculture and industry) top priority in the race for material including financial gains to raise the standard of living of their people etc. In many cases, however, the need, and urgency for political and socio-cultural development is more pressing for the new and largely ignorant (illiterate) nations for the sake of unity, political consciousness, socio-cultural advancement and national identity. It is therefore not suprising that in the early periods of dependence of a country adult education including literacy was exploited for political purposes, particularly through mass education and public enlightenment activities. To emply traditional literacy materials some matters and or advices on political (civics), social (health, hygiene etc.) and cultural (songs, folklore etc.) problems have been inserted though mainly by adding them here and there.

If that enrichment of content and improvement of "curriculum" and method is continued and brought up to a certain required level, certainly, that revised and improved literacy can become functional. In this way traditional literacy can be transformed into functional literacy. We then have socio-culturally functional literacy besides work - oriented functional literacy. In short it may be said that both concepts have similar functional approach, and clearly defined aims. In content, of course there is a difference. In the former there are only two components, literacy and socio-cultural components while the latter has three, namely first literacy, second social and third technical (vocational) components.

For comparison the following table may give a clearer picture.

LITERACY CONCEPTS

Components

L: 3 R's S: socio-cultural T: technical

I. TRADITIONAL LITERACY (1 component)

L: 2 R's plus Figures L: 3 R's

Duration: 3-4 months, 40 - 60 teaching hours

II. F U N C T I O N A L

IIa: SOCIO-CULTURAL (2 components)

L: 3 R's including S: citizenship, health, hygiene, social problems

Duration: 9 - 12 months

120 - 200 teaching hours

II b. WORK-ORIENTED (3 integrated components)

(i) L: 3 R's

(ii) T: technical/vocational

(iii) S: socio-cultural

Duration: 18 - 24 months

300 - 400 teaching hours including practical lessons/ demonstrations

C H A R A C T E R I S T I C S

Traditional	Functional
1. Non-specific, general	1. Specific content, tailored to needs
2. Non-selective (mass approach)	2. Selective (selected groups)
3. Loose, rote learning	3. Intensive
4. Partial or stage-wise	4. Integrated instruction
5. Small retention power	5. Lasting (permanent)
6. Non-economic value	6. Direct practical, economic value.

Aims and Contents

We have touched on the aim and contents several times and compared them with those of traditional and socio-culturally oriented literacy. In short and in simple words, the aim of work-oriented functional literacy is :

> to teach the learner literacy abilities, vocational knowledge and technical skill and social matters in an integrated way to such an extent and level that he can retain and use what he has acquired in his occupation and everyday life.

If he is a farmer his new knowledge and skill will enable him understand written materials on farming, improve his farming practices leading to increased efficiency and production, and also put in economic activities such as cooperative and social activities.

If he is an industrial labourer he can understand his work better and learn more from his reading, and with his improved know-how and vocational skill he can perform more and in an efficient way. According to need, he might have been informed about labour-hygiene and safe-rules and trade unionism.

The standard aimed at should enable the learner to retain his literacy skills (he has acquired permanent literacy) and should induce him to further reading and learning.

To achieve such a comprehensive and high attainment for each specialized occupational group, the contents of the course, naturally, must fulfill the necessary requirements with regard firstly scope (3 components), secondly extent (to reach the target standard), thirdly depth (to provide intensive teaching), fourthly specialized (to meet the felt need and real interest of each group). In short, the programme must be tailor-made to need and interest.

Methods and Techniques

One of the main objectives of the literacy experimentation is to find out improved if not new methods of organization, motivation, teaching, construction of educational materials, evaluation etc. through innovations and trying out ideas. Deriving from and or closely related to the methods chosen are the techniques to be applied. In the experimental projects, it is expected that various techniques are introduced and tried out, and that various means and teaching aids and supporting services are utilized e.g. the use of visual aid and mass media, press, radio, film, television, language laboratories etc.

In the Brazil experiment for instance computers are used in the study on the syllable frequency count.

What methods and techniques are used in the various macro and micro projects?

As it is not possible to describe them in this small and simple booklet interested readers can find adequate discriptions on individual experiments in the following issues of Unesco Literacy Newsletter :

January 1970, No.1	Experiment in Brazil, in an industrial environment.
April 1970, No. 2	Experiments in Iran.
July 1970, No. 3	Experiment in Tanzania, functional literacy materials for cotton-growing.
Second quarter, 1971.	Experiment in Madagascar, training of literacy instructors.

Description on a micro project, an experiment among tobacco farmers in Nigeria (August 1967 - March 1969) is given in a paper presented by Mr. Mushtaq Ahmed, the then Unesco Adult Literacy Expert in the Institute of African Adult Education, University of Ibadan, to the Rome Seminar on

The project produced one "primer", 4 reading books, one arithmetic book, books on tobacco operations and one on cooperative associations.

The Primer for Tobacco Growers is based on a letter frequency count in Yoruba. For comparison, the tables below may be useful :

Table 6

ANALYSIS OF CHARACTERS, WORDS, AND SENTENCES

(Iwe Akoka Fun Awon Agbe Onitaba)

a[1]	b[5]	d[9]	e[3]	ẹ[2]	f[10]	g[12]	gb[9]	h[12]	i[1]	j[7]
k[5]	l[3]	m[6]	n[1]	o[1]	ọ[1]	p[8]	r[4]	s[7]	ṣ[7]	t[2]
u[6]	w[4]	y[8].								

Note : Number in brackets refers to number of lesson in which the letter occurs for the first time.

Table 7

Lesson No.	No. of new characters	No. of new words formed from the new characters	Total No. of words	Total No. of sentences.
1	5	7	35	13
2	2	6	67	14
3	2	7	67	11
4	2	4	92	14
5	2	4	96	13
6	2	3	87	16
7	3	6	121	18
8	2	2	98	18
9	2	4	109	15
10	1	3	121	14
11	3*	9	155	17
12	2*	7	112	12
13	2	2	26	5
14			173	17
15			186	10
Total	30	64	1545	207

Notes : Nasalised sounds in Yoruba.
Use of characters is based on a letter frequency count, (carried out in 1965).

Concerning method of integration of language and technical content, an example is given below. 32

DOC. 1 - A METHOD OF INTEGRATING LANGUAGE AND TECHNICAL CONTENT (AS ADOPTED BY W.O.A.L.P.P. ESFAHAN)

CURRICULUM CODE :	FIRST SEQUENCE	SECOND SEQUENCE	THIRD SEQUENCE	FOURTH SEQUENCE	FIFTH SEQUENCE	*N.B.* - ONE SEQUENCE = ONE WORKING WEEK – ONE W. WEEK = FIVE WORKING DAYS
	ABOUT STEEL MILL	DEVELOPMENT OF REEZE	CHANGES IN WORK HABITS	SAFETY	TEAM WORK	
POSTER :						*LEVEL OF ACHIEVEMENT AT THE END OF THE FIFTH WEEK*
PHRASE :						PHRASES LEARNED GLOBALLY 5
PHON. TRANSCR.	IN KUREH AST	MA YEK SHARE JADID MISAZIM	SAAT BEIGO-ZINE KHRSHID MISHAVAD	AHMAD DAR MARDE KHATAR AST	DAR KAR BAHAM SHARIK HASTIM	ELEMENTS EXTRACTED FROM THE ABOVE MENTIONED – PHRASES AND LEARNED BY ANALYSIS a) WORDS : 5 b) SYLLABLES : 9 c) LETT. : 16-V. POINTS : 9 d) SHAPES : 28
ENGLISH TRANS.	THIS IS THE BLAST FURNACE	WE BUILD A NEW CITY UNISON	THE CLOCK REPLACES THE SUN	AHMAD IS IN DANGER	WE WORK IN UNISON	BASIC SYNTAXIC STRUCTURES I PHRASES 1-2-3 SUBJ. VERB-OBJECT) II PHRASES 4-5 SUBJ. VERB - COMPLEMENTS)
	1	2	3	4	5	*NEW ACQUISITION*
WORD :						WORDS COMPOSED OF THE LETTERS ALREADY LEARNED : 22
SYLLABLES :						PHRASES COMPOSED OF THE WORDS ALREADY LEARNED : 2 - (see below)
LETTERS & V. POINTS						
EXERCISES :						
NEW WORDS COMPOSED OF THE LETTERS ALREADY LEARNED : DRILL & REVISION						1 DAR SHAHR HASTIM WE ARE IN THE CITY 2

As regards literacy teaching method some experience has shown that the electic method (mixed analytic-synthetic) has yielded better result although it should be remembered that there are various factors in play.

Further, it is known that the process of learning skills is different than learning literacy knowledge and social subjects. It is said that industrial training has its own principles, methods and techniques. These, of course, should be taken into consideration in the teaching of occupational skills which is integrated with other components in a work-oriented functional literacy. Practical lessons and field demonstrations are indispensable in this case.

Furthermore, in functional literacy the adult learner should be treated not only as an adult (not as a school-boy) but also as an individual having his own characteristics. He is not only an object but also a subject who should be involved actively in the various activities of his class, the project as a whole.

Instructor training

Aware of the high aim, heavy requirements put by content, method and techniques of a full-fledged work-oriented literacy, instructor training should be given adequate attention and time. Regardless someone's teaching qualities and experience for instance a school teacher, he has to learn the extra vocational knowledge and occupational skills he is going to teach. The same applies to a technical man who knows his job adequately and how to train a worker the necessary skills but cannot teach literacy (the 3 R's) without additional training.

It is therefore preferred to take a man or a woman from the learner's environment, agricultural or industrial as the case may be; in agriculture for instance an extension worker, in a factory a headman or technician to guide or to perform demonstrations and or the teaching of the programmed skills.

The shortage or absence of qualified literacy teachers and skill trainers, however, should not debar literacy education. Further, it is commonly known that too a great difference between the ages of instructor and learner may lead to difficulties in teaching and or conflicts between them. Experience in some experimental projects, encouragingly enough, has manifested that those problems are not unsurmountable provided that the boy-or young girl-teacher is given sufficient training and the adult learners (maybe their uncles, parents or grandparents or their village heads) are given prior information and guidance.

In this connexion it is worthwhile to repeat the need to include adult psychology or adult learning in the training curriculum.

To give an example of a training for young primary school leavers (of 14-17 years of age) to become literacy-cum-technical instructors (volunteers) the following programme in the Tanzania project may be cited.[32]

		%
Duration :	3 weeks (originally 4 weeks).	
Content :	divided into the following parts :	
(i)	Functional Literacy Concept and the Tanzanian Project	4
(ii)	Pre-class Preparations	4
(iii)	Working with Adults	5
(iv)	Use of AV materials, Rural Newspapers, Rural Libraries	10
(v)	Integration of Literacy with Agricultural Component	10
(vi)	Conducting of Field Demonstrations	10
(vii)	Teaching of Reading, Writing and Arithmetic on the basis of Given Primer	35
(viii)	Class Management	10
(ix)	Records and Tests	10
(x)	Evaluation of courses	2
	Total :	100

A highly elaborated programme of instructor training conducted in Madagascar, is published as mentioned earlier, in Unesco Literacy Newsletter, second quarter 1971 issue.

Preparation

Again, the "lofty" aim, comprehensive content, the prescribed functional approach, integration, methods and evaluation, which forms an integral part of project activities, require careful and sufficient preparation, implementation and

evaluation. Indeed, the new concept needs expertise, inter-ministerial cooperation, inter-disciplinary actions and active involvement or participation of all concerned including the adult learners themselves.

To elaborate all those matters is beyond the scope of this small booklet. Therefore, for the sake of simplicity and practicability we shall only list the problems and requirements according to theory and note what can be done in practice as carried out by the Institute of African Adult Education in its work-oriented functional literacy among tobacco farmers in Nigeria (1967-1969). At the outset it should be noted :

(i) that it was a micro project, and as such a small one with limited fund;

(ii) that only one Unesco expert was working in the Institute and for the project, with no full time counterpart, and only a few part-time counter-parts, busy lecturers in the Department of Adult Education of the University and a graphic artist;

(iii) that there was no specialist in mass communication, and assistants in the project centres so that the use of mass media was out of question;

(iv) that it was one of the early projects in the Experimental World Programme, and one of the first experiments completed.

(v) that, finally, there was no full government involvement because the project concerned first of all the NTC (Nigerian Tobacco Company), a private enterprise and its registered farmers. However, considerable support was obtained from the Company (in financing and personnel) and full co-operation from Chiefs, Community and Cooperative Association leaders, Teachers and learners.

Preparation

Minimum required in concept (theory)	Carried out
(1) Consultation with the Government or private enterprise for the selection of occupation/ economic activity.	After consultation with Unesco Headquarters, Government, and other authorities, three objects have been assigned : a medical training centre, cattle breeding and tobacco farmers.
(2) Exploratory surveys for the selection of area and group of people for the project or industrial enterprise (economic, socio-psychological and cultural conditions/factors, viability of the proposed project e.g. the existence of a sufficient large number of illiterates (experimental group and control group, illiteracy being a bottleneck, possibility of economic impact of the literacy, other facilities).	Since June 1966 a few surveys were carried out such as : collection of individual data of farmers, their daily activities and organization (there are FCP associations and GLF groups); consultations and meetings with their associations, NTC management etc. to know their interest and readiness to support; collection of data and materials required for the planning of content, methods and materials of teaching; survey of knowledge of tobacco operations in questionnaire form.
(3) Base line survey. Collection of all data needed from the environment, prospective learners, organizations affected, and other groups or individuals of influence.	(i) an exploratory survey among industrial enterprises in Lagos did not provide satisfactory result. (ii) the medical training centre and cattle breeding did not fulfil requirements. (iii) Finally, tobacco farmers in the NTC area of Iseyin were selected.
(4) Preparatory activities. Formulation of responsibilities or shares in the project. Formulation of Phased plan of Work, content, and methods of teaching and writing of books. Motivation and registration, teacher training etc.	Further discussions with NTC which afterwards declared its readiness to provide financial assistance, members of its field staff to work as instructors and supervisors, training facilities for prospective teachers and learners etc. The FCP Associations assured their cooperation, in each literacy centre i[illegible]

Carried out (contd.)

chairman would act as group leader; barnsites were offered for class use etc. From the end of 1966 the Unesco expert, his counterparts and other assistants started writing books etc. Recruitment of teachers did not present problems due to the willingness and cooperation of school teachers living in the respective centres. In July 1967 the selected candidates, Grade II teachers were given a one week training in the Training School of the NTC. In August before the start of the classes almost all planned books were ready (9 out of 14 books). The titles indicate the aim, content and method of teaching. Briefly : it is a composite course; the teaching of reading, writing and arithmetic is integrated with technical knowledge, tobacco operations and skills of tobacco growing, nursing, curing and selling (cooperative activities of the Associations). It is an integrated activity of teaching through class instruction, discussions (on ideas, problems, attitude etc.), demonstrations, visual aids support and skill training/guidance by the NTC instructors; supervision and operational guidance by project staff through visits, meetings, circulars etc.

Implementation

(Operation)

Minimum, required in concept (theory)	Carried out
(1) Opening of the classes.	In August 1967.
(2) Teaching and supervisory activities.	By literacy teachers and NTC staff and project staff (see above).
(3) Distribution of teaching materials.	Before and during the course through NTC staff to teachers.
(4) Interim evaluations on attendance, progress, prize scheme influence etc.	Carried out three times, first in April to May 1968 on progress and attendance, second in June 1968 on reading abilities and third in December 1968 on the impact of a prize scheme for attendance.
(5) Reporting and feedback for administrative purposes, improvement and or adjustments etc.	Teachers and instructors were provided with progress report sheets etc. Periodical meetings between project staff and teachers/ instructors were held.

Evaluation

As noted earlier, evaluation is more or less neglected in traditional literacy and mass literacy campaign, in functional literacy in general evaluation including feedback is a requisit. In experimentation in which preparation, planning, and testing of produced materials etc. plays a vital role, it is a must.

Experimentation gives evaluation a wider role. Evaluation is necessary not only to evaluate results of projects but also in the early stage of the whole experiment e.g. surveys or studies on social and economic situation of the environment, on the need and interest of the prospective learners, for bench-marks, etc.; during implementation stage feedback is needed for adjustment and interim reports.

The final or terminal evaluation covers various aspects : literacy achievements, skill and knowledge (general, social and vocational) and psychological and socio-economic changes in learners, and most important level of skill acquired. In due time evaluation must

be carried out on the economic impact of the project (increase of production, earning, etc.) on the individual learner as well as on the community.

Evaluation

Minimum, required in concept (theory).	Carried out
It is expected that projects produce the following results : (1) that the graduates have acquired skills in reading, and writing with understanding, interest in further reading/learning, technical knowledge and skills, better attitude towards work, receptiveness to new ide s and critical thinking. (2) more efficiency and productivity. (3) better understanding and relationship between workers and employers bringing about better work performances and in ease of production for mutual benefit.	The IAAE conducted final tests : language test and arithmetic test. Presented again the same Questionnaire on Tobacco Operations used at the start of the project to know the increase in knowledge after 20 months learning. Conducted a research/ study on the changes in attitude, behaviour and interest (learning and social behaviour) of those who have followed the literacy course. Evaluation of the economic impact of the project, the most important with regard to its aim (increased production of the enterprise, increased income of the literate workers); regrettably, could not be finished on account of internal and external factors.

In short, evaluation is needed during preparatory stage (to know environment situation, social and economic conditions of prospective participants, level of knowledge and skill of each participant, attitudes etc. to define benchmarks); during implementation stage to measure progress (attendance, progress in learning, observations and feedback) and at the end of the course to measure final result (terminal evaluation) including change of attitude and behaviour of learners.

For evaluation we need indicators and tools to measure (measurement tools). It is obvious that literacy skills in reading, writing and arithmetic, and technical skills can be measured, relatively speaking, easily; progress in the social sphere (health etc.), and changes in attitude and behaviour are very difficult to measure.

In this connection, it may be worthwhile referring to the studies made by the Institute of African Adult Education, Ibadan, first, on the changes of attitudes and behaviour of learners who have completed the functional literacy project among tobacco growers (1967-1969),[33] second, on attitudes of labourers towards their work and employer in a factory as a preliminary study needed for the preparation of a functional literacy project in the factory.[34]

Further, the Manual on Adult and Youth Education, Evaluation of experimental literacy project by Unesco[35] gives a comprehensive list of areas of change, elements for indicators and minimum of measurements at participant (individual) and community level. The areas of change listed are :

1. Literacy.

   (i) Degree of skills in reading, writing and arithmetic.

   (ii) Extent to which literacy skills are used.

2. Work competence.

   Degree of competence for vocational tasks.

3. Educational orientation.

   Degree of educational orientation

4. Mass media exposure.

   Extent of exposure to mass media.

5. Organizational participation.

   (i) Extent of participation in primarily economic organizations.

   (ii) Extent of participation in primarily civic and social organizations.

6. Health practices.

7. Productivity.

   (i) Extent of contribution to production or other basic objectives of the economic enterprise.

   (ii) Amount of production or wage/salary.

   (iii) Level of possessions (extent to which specified goods are possessed).

In Conclusion :

Preparation, implementation and evaluation, particularly in experimentation set minimum requirements to be fulfilled. As noted before each part or stage needs co-operation of various ministries or agencies, and participation of various disciplines. A team, ideally, may consist of specialists or qualified persons, depending on the kind of tasks : an educationist, a subject specialist, a sociologist, a technical training specialist, a specialist in book construction, a mass communication specialist and an evaluator.

Support and or active participation of learners and others concerned in the community should be sought, and utilized to the greatest extent.

To remember again, each occupational group needs separate treatment, its own instructional materials, special instructors etc.

Further, the cost, capital and equipment involved for each project and its after care (follow-up programmes such as provision of follow-up readers, newspaper or news-sheets, further vocational knowledge or training etc.) put heavy burdens on those responsible, again particularly in this experimentation period.

Another vital need is : mutual understanding, coordination and, ideally, co-operation between organizers and workers of work-oriented projects and mass literacy campaigns.

No wonder, that as noted earlier, people say that work-oriented functional literacy is too difficult and too expensive. This is true. So far only a small number of countries are able to launch it, and notabene only with the assistance of UNESCO and other UN agencies, except Venezuela. It is an undeniable fact but, once more, it should be realized that, as in all other fields and undertakings experimental and initial work is always difficult, needs expertise, research and innovations, new and usually expensive equipments etc. But once the initial stage has been passed, and if the results of experiments, of course if they are successful, can be utilized for large scale operations and national or world-wide benefit, the initial high investment will pay off.

This is the conviction and objective of pioneers including UNESCO which as stated in the establishment "act" of the Experimental World Literacy Programme defines : to assist and carry out experiments which at the end will encourage and lead to operations on a large scale or in mass campaigns. Certainly not to replace existing national mass campaigns which are still needed for a long time to come until complete eradication of illiteracy has been achieved.

V. CHARACTERISTICS OF TRADITIONAL AND WORK-ORIENTED LITERACY *

What are the chief characteristics of these two lines of approach? Certain essential aspects are set out below :

> The main characteristic of traditional literacy work is that it is both diffuse, aiming at reaching the highest possible number of illiterates, and non-intensive, limiting itself to the basic mastery of reading, writing, and arithmetic.

Work-oriented literacy adopts an intensive approach, so that people may acquire occupational qualifications and knowledge which can be used in relation to the environment; it is also selective. Selective strategy operates on three distinct levels : (1) the choice of industrial or agricultural development projects which have high priority in national planning; (2) the selection of problems or activities where a work-oriented literacy project is required - in other words, selective strategy will aim primarily at the bottlenecks of a development programme; (3) the singling out of individuals who would derive maximum benefit from such training.

> The planning of a literacy campaign is usually based on a territorial approach, taking into account the number of illiterates and the means and resources available. Literacy programmes follow the general outline of school curricula, broken down into syllabuses.

The main difference between work-oriented and traditional literacy work is that the former constitutes a training, or better still, an education of the personality as a whole, whilst the second is merely a way of learning to read written or printed material.

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* SOURCE : UNESCO LITERACY NEWSLETTER, Dec. 1969.

> The methods and techniques used for traditional literacy work are in general based on use of a single ABC or spelling primer. Variety in reading material only comes with the supplementary readers. The teaching personnel is composed mainly of primary school teachers or voluntary helpers.

Far from being uniform, work-oriented literacy programmes are varied and adaptable. They take into account the variety of immediate objectives and particular circumstances. The teaching staff is recruited preferably from vocational training instructors, skilled workers, technicians and trade union or co-operative officials, working as a team with professional educators. The programme of work is no longer geared to the academic year, but is based, in an industrial environment, on the provisional schedule of production or trained manpower intake and where the environment is rural, on the agricultural cycle.

> Traditional literacy considers the illiterate as an individual entity, often isolated from the context of his social group and environment.

Work-oriented literacy considers the illiterate adult as an individual in relation to a group, living in a given environment and from the standpoint of development. It aims at training this adult to be a catalysing agent within his environment. Such training takes on a vocational bias, industrial or agricultural as the case may be. Literacy and vocational training are not undertaken as parallel activities or dissociated in time : they are fused together, the one being an integral part of the other.

> Since making the whole community literate is considered by most governments to be a social or political undertaking, it is financed from free-will contributions or figures as part of the national budget under the heading of social expenditure; the State contribution is often modest, and always inadequate.

The financing of a work-oriented literacy campaign is classified as expenditure under the heading of economic investment. Appropriations are no longer made by the technique of "programme budgeting", but by that of "project budgeting", and costing calculations are based on individual sub-projects, i.e. the cost of training all workers in a given branch of activity.

> In mass literacy campaigns, evaluation is of a quantitative kind : it relates primarily to the number of people made literate.

On the other hand, the evaluation of a work-oriented literacy project bears first and foremost on its economic and social efficacy, be it in regard to the overall productivity of a factory or the adoption of new methods as part of the modernization of the agricultural sector.

VI ORGANIZATION, FINANCING AND MOBILIZATION OF FUNDS AND FORCES.

Organization

The term of traditional literacy is often used identical with mass literacy because it is always carried out on a national or large scale. In fact, traditional literacy refers to the concept used, mass literacy or mass literacy campaigns to the size of operation. Functional literacy either socio-culturally oriented or work-oriented literacy can also be operated on a mass scale, and as mentioned earlier, this is one of the aims of the experimental programme.

The organization of traditional literacy either on a small or large scale (nation-wide) is known from experience, as practised during decades. For improvement and efficiency it suffices to note the following short-comings:

(1) lack of careful planning;

(2) lack of coordination among agencies engaged in literacy work, among government agencies, and among government and private agencies, particularly at state or national level;

(3) lack of efforts to mobilize public opinion, interest and support of all concerned;

(4) lack of care during and after a course.

In reality, those shortcomings have been well realized, the need for and significance of improvement has been voiced and moulded into resolutions by many local, national as well as regional conferences and seminars, as noted in Government and People's Voices, IAAE 1971 cited earlier. What is really needed is action. A number of countries have already established a national committee or a national advisory council on literacy or adult education including literacy. In many countries national adult education associations are helping the government with advice and or concrete plans. Particularly on the planning and organization of mass literacy Unesco publication, Manual 4 will be very helpful-36.

Other grave consequences of lack of organizational structure and demarcation or division of labour are:

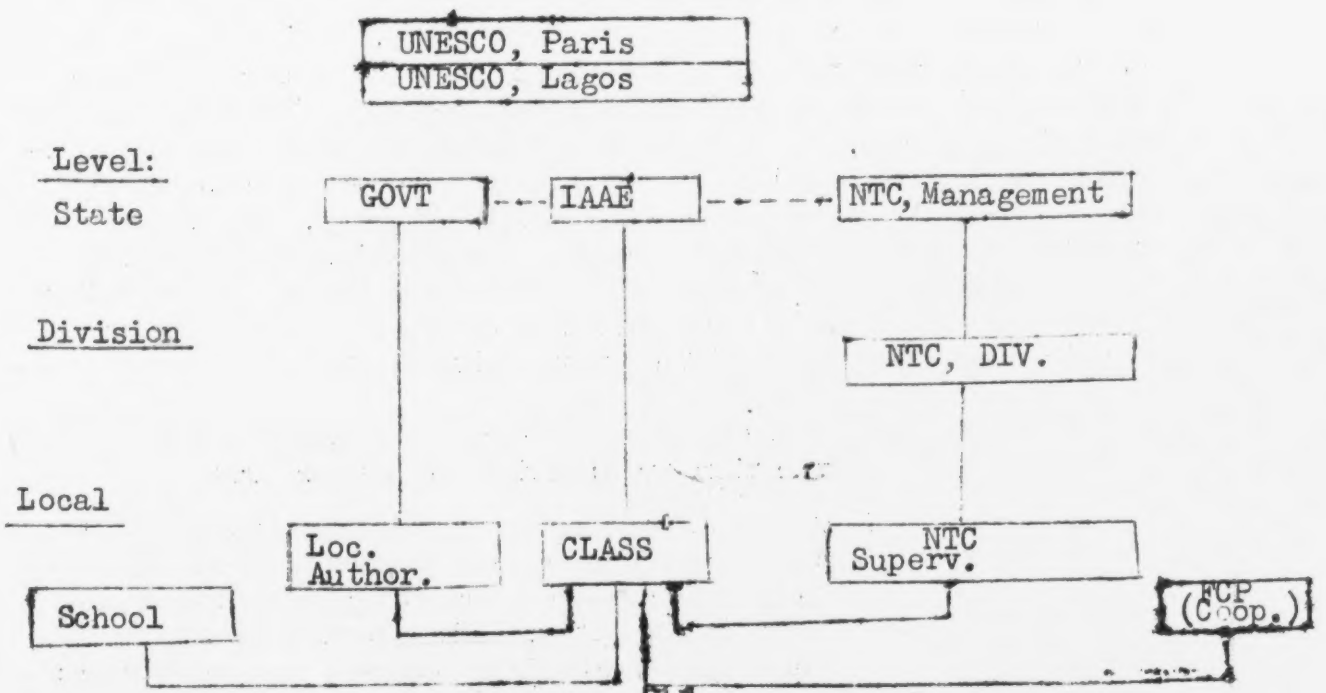
(i) there is no agency specially charged with the registration and supervision of all literacy agencies and their activities all over the country. Directories of adult education including literacy are very rare;

(ii) adult education including literacy is placed in various ministries.

Work-oriented functional literacy, due to its nature and characteristics requires team work from the very start, namely co-orperation and coordination between educational and technical departments or agencies in the selection of the economic sector and occupational group, in further surveys needed for programming and book construction, in writing the literacy books, in teaching and evaluation.

As support and or active participation of various organizations and learners themselves is a requisit, an organizational structure is needed, at least a channel for liason, coordination and supverision.

An experimental project, first of all is jointly planned, implemented and financed by Unesco and the national government. The project staff is made up by a national director and specialists from educational as well as technical ministries assisted by international group, a chief technical adviser and a number of experts. At provincial and local level, particularly in the operation of the various activities the support and participation of government administrators, technical personnel, local chiefs, leaders of private organizations concerned and influencial persons are organized in permanent committees or regular meetings. A project for car drivers for instance, should be planned and implemented with the full cooperation of the drivers concerned and their unions, if any. To give a simple example the functional literacy project among tobacco growers mentioned earlier had the following operational and supporting structure.



Financing and mobilization of funds and forces.

It has been stated that for various reasons the budget allotted to adult education i.c. literacy is very meagre. At the same time it has been admitted that adult education including literacy is a national concern. It is the national duty of the government and the governed, yes, every citizen, according to his ability, to enhance this education. As regards financing, as the government alone can impossibly bear the burden, voluntary and private funds and forces may and should be mobilized. This can be initiated and organized, of course, by the government as well as by the people themselves.

What can a government do without laying too a heavy burden to its citizens or without levying extra taxes or surcharges to be born by the whole nation?

As recommended in many documents and resolutions various ways and means can be applied from persuasion to statutory provisions:

(1) persuasion by informing the public of the need and importance of literacy education; by awakening their sense of responsibility and national sentiment; by calling for voluntary donation from well-to-do persons and corporate bodies, particularly industrial and financial enterprises; by organizing fund raising weeks etc.

(2) regulations: ministerial circulars and regulations e.g. on levying a small amount, as proper and reasonable, in well selected fields and occasions.

(3) statutory provisions: obliging enterprises, companies etc. to carry out literacy classes for their employees; obliging them to spend a certain percentage for adult education activities at their own initiative, which will be exempted from tax or obliging all enterprises and other selected bodies to pay tax to the government for educational purposes. In Britain for example, industrial training including its financing by industries is regulated by law.

The same steps might be taken to enhance enrolment and if necessary to oblige certain groups of the population to join literacy classes, for instance by decreeing that after a certain time, say three years, illiterates will not be entitled to obtain driving licences, may not be employed by government agencies etceltra.

In such cases direct compulsion is avoided which by some groups may be regarded not appropriate and thus rejected.

A study of all decrees and laws past since 1967 listed in Government and People's Voices, will reveal the rich ideas and strength they embody.

Finally, what is needed: a well defined policy, a well developed plan, determination and .....action.

To quote the Director-General of Unesco:

".....THE RESOURCES, BOTH HUMAN AND MATERIAL EXIST; AND WHERE THERE IS A WILL, THERE IS A WAY....."

VII. COMBINED STRENGTH: MASS AND FUNCTIONAL LITERACY

MASS LITERACY, not necessarily traditional literacy, will remain the strongest weapon in the battle against illiteracy for a long, long time to come. The final aim of complete elimination of this enemy, cannot be achieved by mass campaigns (improved traditional and or socio-culturally oriented) alone or by work-oriented projects alone. Further, fundamentally, an awakening nation is not in need of adult education including literacy for economic development only but also for political, socio-cultural and spiritual enlightenment. Undeniably, a well-balanced development should aim at material as well as socio-spiritual welfare of a nation.

Functional literacy is still at an experimental stage. Till the time when the results of the present experiments can be applied on a large scale in mass campaigns, mass literacy will continue, of course, to enjoy the top priority.

It is obvious therefore that mutual understanding, co-ordination and co-operation, between policy makers, planners and executors of mass literacy and those of functional literacy are not only a desirabl thing but a must, in order to combine strength, and achieve satisfactory common results. That desire and necessity has always been a subject of discussion in international meetings including coordination between UN agencies and other assistance supplying agencies. Further, experience has shown that mentioned coordination and cooperation is still lacking in some areas, thus requires greater attention and planned action. For instance, the Meeting on Experimental World Literacy Programme, held in Paris in December 1969 recommended:

> pilot projects must have a certain autonomy but they should be integrated into national literacy programmes in order to pave the way for future projects on a wider scale. International and national teams engaged in such projects should lend their aid and technical assistance to the large-scale campaigns.-

VIII. FROM TRADITIONAL TO FUNCTIONAL LITERACY

It may be said that, in brief and in a simple way traditional and functional literacy have been discussed in their various aspects. Emphasis has been laid on the practical side of the problems, and some guide for action has been suggested or embodied in the discussions.

It is hoped that the concept of functional literacy, particularly of work-oriented literacy and the way of its implementation has been made clear to planners and executors as well. Shortage of funds, one of the greatest obstacles to the carrying out of planned programmes and approved projects, is recognized. However, it is also shown that it can be minimized. There are various ways and measures to mobilize resources so far untapped. Further, in many cases we can fall back on promises and resolutions made by governments as well as economic enterprises, trade unions, professional and social organizations.

Finally, cooperation and mutual support between governments and people, strengthened by international assistance can lead to remarkable results and maybe also to unprecedented achievements.

At the end of this small and simple booklet it rests us only to summarize several important points, and to indicate some guide in our march from traditional to functional literacy.

WHY and HOW ?

Traditional literacy	Work-oriented/ Functional Literacy.
A i m :	
Teaching elementary/rudimentary literacy in a relatively short time to make as many people literate as possible.	Teaching the three components (L-T-S), literacy abilities, technical knowledge and skill, and social matters/problems, up to a qualifying standard.
At least teaching the 3 R's enabling students to make use of in daily life activities. Not making it an end in it self but rather a first stage to further learning.	
Introduction of socio-culturally oriented literacy by adding socio-cultural content (second component).	
A p p r o a c h :	
Mass approach bringing about mass campaigns for mass production.	Selective approach : selection of economic sector, area, occupational group and interested learners.
Mass approach in itself is the objective leading to complete eradication of illiteracy. At least : selection of learners (only those interested and in greater need to prevent wastage).	

Level/Standard :

Very low level of attainment, producing "temporary literacy"

Calculated standard, sufficient to enable students to retain it ("permanent literacy") and to make direct use of.

To raise the level to a certain minimum, so that students can retain their abilities even if they do not attend a continuing stage. A duration of 70-90 actual teaching hours might be tried.

Content of teaching :

One component, only L (sometimes only the 2 R's); is often themeless and or not deliberately programmed (loose lessons).

Three components (L-T-S): literacy (3 R's) plus vocational knowledge and skill, plus social content (civics, hygiene, socio-economic organization etc.)

Integration of the three components.

Avoid meaningless lessons, introduction of co-ordinated lessons, related to needs and interest of learners.

Method of teaching :

Teaching of reading : mostly synthetic.	Various methods are being experimented : key-word, sentence, and eclectic.
Too much emphasis on mechanical repetitions, disregarding meaningful reading.	Reading for meaning is emphasized.
Use of audio-visual aids is often not given attention.	Use of audio-visual aids is practised. In many cases also of mass media.
Adult learners are treated as objects only, not actively involved ("school type method").	Adult learners are treated as subjects, with individual characteristics, participation is solicited.
Sound teacher-student relationship is not deliberately built up and or maintained.	Teacher-student relationship is deliberately built up and utilized.

Mechanical repetitions and use of meaningless elements to be passed as soon as possible, if not avoided. Self-made or available aids be used. Adults be treated taking note of their age, long experience in life, social status, psychological abilities etc., creating a pleasant class atmosphere and mutual understanding and cooperation.

Baseline surveys and Benchmarks:

As content is restricted and very general, not directly related to felt needs and interest, and consequent upon the low standard and undefined final objective surveys and benchmarks seem to be unnecessary.

As content is defined and planned to reach a certain target, and as it is specified/selected, centering on an occupation, it is tailor-made to needs and interest. Benchmarks are required to measure final result, in literacy achievements, vocational knowledge and skill, and social change (attitudes, educational interest etc.)

At least, the teachers be informed about conditions of the environment and the learners, and about the need of discussions related to daily life, and about the minimum level of attainment to be reached (though in the absence of benchmarks).

E v a l u a t i o n :

Evaluation is normally made at the end of the course only, by the administration of a final examination, (usually consisting of writing a short letter).

Evaluation has various functions, is required and carried out during preparation, implementation and at the final stage. There are certain areas of change to be evaluated, including the social and economic impact of the project.

At least teachers can be given guidance in keeping notes on observations. A simple feedback system can be introduced. Attendance and drop-out are also indicators in evaluation.

V a l u e :	
The value is of temporary nature. Relapse is almost un-avoidable in the absence of a continuing facility/class (second stage), and relapse is a waste.	It is expected to have a permanent value, a direct and practical use. Better attitude to work, efficiency and productivity lead to increased production.
It has no direct economic value.	

Traditional literacy, at least, can be enriched with some social or political component. Relapse be avoided e.g. by raising the standard, provision of follow-up books, or news-sheets.

Appendix 1

Functional Literacy in an African Setting:
- A Case Study -

Presented by the Government of Nigeria
and prepared by A.H. Nasution, Institute
of African Adult Education, University
of Ibadan.

S u m m a r y *

Under Unesco's Experimental World Literacy Programme, seven macro projects were established in Algeria, Mali, Ethiopia, Guinea, Madagascar, Sudan and Tanzania and 4 micro projects in Algeria, Nigeria, Tunisia and Upper Volta. Unesco has provided technical assistance for literacy programmes in 12 African countries and two Functional Literacy Centres have been established - ASFEC in Cairo for all Arab States, and IAAE (Institute of African Adult Education) in Ibadan for the region south of the Sahara.

The first Nigerian experiment was conducted by the Institute of African Adult Education in the Iseyin area in the Western State and limited to tobacco farmers. The project at Iseyin was in operation from August 1967 to March 1969. Evaluation carried out during the course and at the conclusion of the project on literacy/educational achievements indicated :

(a) Increased knowledge of tobacco operations.

(b) Favourable change in behaviour and attitudes of adult learners, improvement in attitudes towards reading, learning education of children, leisure time, farming activities, social and community development.

(c) A positive influence in the relationships between the mass literacy campaigns and the experimental project has been manifested leading to Conferences on literacy and development in all Nigerian states.

Conclusions

(a) Whereas for political and social/cultural reasons, mass literacy campaigns are still necessary to avoid the disadvantages of traditional literacy methods, existing

* The summary was formulated by the government of Nigeria. The paper was presented to the Fifth CEC 1971 in Australia, code 5C EC E4/B.

literature should be revised in line with the functional approach.

(b) In the light of the new knowledge now available regarding difficulties and shortcomings of literacy campaigns, Governments should assist with remedial measures.

(c) Governments should consider some form of legislation or policy for the eradication of illiteracy.

(d) Work-oriented functional literacy is effective though expensive. Every country should rely basically on its own national resources and for this purpose bankers, industrialists, entrepreneurs, chambers of commerce, employers associations, trade unions, professional associations should be approached for financial assistance.

Appendix 2

DIFFERENCES BETWEEN THE ADULT AND THE CHILD AS LEARNERS IN A LEARNING SITUATION.*

Certain essential differences must be recognised in learning situations where an adult or a child is the learner. These differences pertain mainly to the characteristics of the learner. They must however be noted for effective learning to be achieve-able. These characteristics may be summarised under the headings of

(i) Personality differences between the adult learner and child learner.

(ii) Physical and sensory capacity differences.

(iii) Differences in intellectual capacities.

(iv) Differences in motivations and interests.

(v) Differences in approach including teacher-pupil relationship.

We may now treat each of these briefly.

Personality Differences

Learning in the adult is characterised by a greater degree of maturity than learning in the child because of :

(a) The life span of the adult influences his learning situation. This life span is of course much wider than that of the child. For each stage of an adult's life, a formidable list of learning opportunities, roles and obligations exist which influence the adults' outlook to his new encounter in learning situation.

(b) Maturation is more advanced in the adult. This is readiness for various learning experiences. Maturation enables the adult to move towards greater independence, greater self-responsibility, increase self regulation and greater autonomy, more than can be expected in a child.

(c) Adult experience is consequently more varied, more diverse and more organized than that of a child.

(d) The adult can be more of a self learner, he is a more "inner directed," self operating learner than a child is.

(e) Time is perceived differently by an adult. Physically, culturally and emotionally. For an adult learner, time is of great importance. For the adult time appears very short and highly valued.

Thus the personality of an individual which is the composite whole of all his abilities, traits emotions and behaviour influence his learning. It follows that because an adult has lived longer and had different experiences his personality is more set than that of the child, and influences his learning more than it does the child's learning. This is essentially so because the adult has had more opportunities to be in and probably had been in many learning situations all of which have probably modified his behaviour and outlook to some extent. Thus a new learning situation as well as new experiences which the adult encounters are symbolized and organized in relationship to himself. These can be ignored if the adult does not perceive any relationship to his own scheme. They can be denied organization, or given a distorted meaning because the experience seems inconsistent with the structure of the self.

Physical and Sensory Capacity Differences

Learning takes place in human beings through the assimilation of learning experience into the organization of previous experiences of the learner. To achieve this, the physical capacities of the learner are essential since learning has to "enter" through the gateways of the senses, and transmitted through the neuro-physiological mechanisms. With ageing, the human organism undergoes changes.

Some of these changes are :-

(a) Cell tissues become dryer, they do not grow so rapidly and the repair of cell tissues proceeds more slowly.

(b) Bodily cells become somewhat less elastic.

(c) The rate of basal metabolism is lowered.

(d) There is some decrease in strength.

(e) There is a decrease in speed, intensity and endurance of neuromuscular reactions.

(f) The rate of transmission of nerve impulse becomes lowered.

(g) Vision, hearing, touch, taste, smell and proprioceptive senses become impaired and less efficient.

As a result of these physical inadequacies, the adult does less well in learning and testing situations where the emphasis is on speed of action. Adults are however better in tasks requiring judgement, steadiness, reliability and persistence.

Teaching situation for adult learners should employ methods that will provide the opportunity for adult pupils to use all their senses in following the instructions. Verbal communication should be clear and meaningful and illustrated with gestures, concrete displays, visual representation and practical activity.

Differences and Intellectual Capacities

With decline in physical capacity, there is not necessarily a decline in the intellectual capacity in the adult learner. A few exceptional men and women continue their intellectual activities till very late in life till the age of between 80 and 90 years. Most adults however become out of practice and because of disuse, find intellectual activity very difficult.

Intelligence as measured by most tests penalise the adult as their measurement criteria are often based on speed, their material content also often appear irrelevant and silly for an adult's experience. Specifically, (a) Many of them are based on tasks associated with school rather than with real life situations. (b) Many of them rely on a motivation that is characteristic of youth but not necessarily of adults.

There is however a difference between intellectual capacity and learning capacity.

The older person's performance tends to be slower and more deliberate than those of the younger, but subsequently it tends to be more accurate. There tends to be a decline in the rate of learning as age progresses, but intellectual power in and of itself does not change from 20 to 60 (Lorge 1952, 1953). Partly because of past experience, partly because of inappropriate motivation, the adult appears to be more rigid and less amenable in learning situations.

To summarise this aspect of adult's learning in comparison with the child's it may be said that :-

(i) Adults are slower than children in speed of acquisition and speed of response as well as recall in learning situations.

(ii) Adults are more thorough, more painstaking and more accurate than children.

(iii) Formal operations and hypothetico-deductive operations are only interesting to adults who had training in these modes of thought.

(iv) Adult intelligence does not change significantly with age.

(v) Adult's learning capacity tends to be qualitatively changeable with increase in age.

(vi) Adults are more versertile and more adaptable if they have had varied relevant experience otherwise they could be more conservative and more rigid than children in new learning situations.

(vii) Verbal ability and the intricacies of vocabulary and verbal logic are well mastered by adults and this probably improves with age.

Differences in Motivations and Interests

Adult learners are usually motivated before they subject themselves to the learning situation. They have come for a purpose; they have come to learn in order to do something at all or to do it better. For the initial motivation to be maintained however an adult must continue to see the relevance of the situation for himself and for his purpose. The objectives of the material content of the adult's learning situation must be more related to the here and now, must have more practical implications and must be related more to adult's interests and real life situation than the objectives of the material content of the child's learning situation.

Age also tend to breed conservatism. The adult is thus apt to be less liberal in his outlook, he has a more restricted social role, and because of his loss of physical capacity he has less self-confidence about new situations as a result, he finds it more necessary to cling to habitual patterns of behaviour, and to display more tenacity in the face of threatened change than a child.

Differences in approach, including teacher-pupil relationship.

From the differences discussed above, it will be realized that adult educators should be aware of the qualities of their adult learner and they should make allowances for both their pupils' limitations and strength. The approach could be summed-up as one of mutual respect, practical relevance and interchange of experience.

Reactions of Adult in Learning Situations

(i) They know that they are rather rusty as compared with younger people.

(ii) They want to do the right thing - "Tell us what is expected and we'll have a go'.

(iii) They may or may not have acquired a stereotype as to what is expected. If they have, and it is an unfortunate one, it may be difficult to dispel; on the other hand, it is often a relief to a non-academic adult to discover that he need not be something other than he is.

(iv) They may be more impatient of sham learning than younger students, provided their stereotype does not stand in the way - that is, provided they can recognize it as sham. If not, they may be more gullible.

(v) A fresh perception can be both easier and harder for older men and women to attain - easier because they are less used to being directed, harder because their prejudices have had longer to get entrenched and because of their lack of training in recognizing fallacious modes of reasoning. This could be summed up as saying that they are less used to being told how to think.

(vi) Older people have a fund of knowledge from their own experience against which the claims of theories can be tested. They are not all prepared to trust their experience, nor is it all valuable, but on the whole their pooled knowledge stretches over a wide area.

(vii) Following on from this, the balance of first-hand and second-hand knowledge differs in older and younger students. In the case of older people, their first-hand knowledge may be deeper, but narrow, and their greatest need is to relate what they have experienced to a wider context. To some extent, this wider context can be provided by the experiences of others, or by theory. The worst thing is if no relation is made between what they learn now and their previous experience. Cross-fertilization between the present and the past is essential.

(viii) The attitude of older people to their work is more serious than that of young students : they have more at stake. 'Polite' tolerance of boredom is less likely : if they do not like what rhey are given, they may protest or cease to come, but they will not stay and waste their time.

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* Paper by Dr. M.O.A. Durojaiye, IAAE, 1970, prepared for the training of literacy instructors who are primary school teachers.

Appendix 3

SOME GUIDE FOR INSTRUCTORS *

Teaching literacy to an adult illiterate is difficult. Adults, compared with children have their own psychological characteristics and mental abilities. They are old, have a long experience of life behind them, a few maybe have a high social status. In every day life they have many responsibilities and face various problems. Learning itself presents to them at this old stage difficulties.

The outcome of adult literacy teaching therefore, does not depend only on the instructor's involvement with didactic methods but also on his ability and initiative to create the learners' confidence in the instructor, and in their own learning capability. The Instructor should show interest and work with dedication, be able to arouse and maintain the interest of the learners.

Some guide :

1. Remember that the adult comes to the class voluntarily, and that he sacrifies his spare time or valuable time. For this he expects compensation : to learn reading and writing. When he feels that he will not reach this goal he may give up.

2. Remember that your learners do not have the same learning ability. Some are slower than the others. Group them (tactfully), and give separate attention and help to each group/individual.

3. The "studying activity" in a class is new to the adult. Make the physical environment and social situation pleasant and inspiring.

4. Dedication and perseverance shown by the instructor will support the interest of the learner. Mistakes by the instructor may create lack of confidence and discipline, which may draw the adult away from his study.

5. Reading from the book alone is not enough, it is monotonous. Complement it by use of posters, cards, visual aids etc. Mechanical copying of meaningless words is also monotonous and ineffective. Give them words or let them find useful words and short sentences which they can read and or understand.

6. Correcting an adult publicly would make him look ridiculous. If necessary correct him individually with discretion.

7. Request punctuality but try to understand the reasons for absence from class, etc. Insists upon regular exercises because these will support the learning of the literacy skills.

8. Make notes of your difficulties and observations, and discuss them with your colleague or supervisor or project staff.

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* Prepared by A.H. Nasution, IAAE 1970, for the training of literacy instructors.

Appendix 4.

Freedom from darkness through concerted actions, inspired by patriotism.

One of the saddest legacies of the colonial regime was widespread illiteracy. Of course, such situation was not peculiar to Indonesia alone. It was prevailing in all countries struggling for freedom, and in all newly independent states. But one thing was exceptional; that was that the Indonesian people gained its freedom and sovereignty by armed struggle which, to a very large extent, hardened their determination and deepened their dedication and patriotism. This, as we shall see was of significant factor and played a radical role in the development of education.

Further, the "Bahasa Indonesia" (Indonesian language) was recognised and accepted as the only one national language without any objections from majority "tribes", the Javanes (now 50 million) and the Sudanese (20 million) thanks to past national movement and the Indonesia youth pledge in 1928. ("One Nation-one Language-and One Country").

When the Dutch handed over sovereignty to the Republic of Indonesia in 1949, only 10% of the population(70 million) could read and write.

At the time of the proclamation of independence (1945) there were for instance only 100 Indonesian enginoors and about 1000 medical doctors. Illiteracy was exploited abroad as an argument that Indonesia was not ripe yet for Independence.

One of the first steps in fulfiling the aims of National Revolution of the country was naturally the taking of measures for erasing illiteracy. During the first years of its existence, however, this could not be carried out since physical fighting demanded the greater part of energy and time. Inspired by the unifying spirit and patriotism, the nation woke up to show the world, that it was able to keep independence and run the new Republic in spite of large-scale illiteracy etc., that it could raise its educational level, and maintain its unity and national integrity in the midst of internal as well as external subversions and threats.

During the 1950's, thousands of primary and secondary schools were erected by the people themselves in addition to those provided by the Government which engaged itself also in a gigantic training programme of teachers to fabricate an additional 200,000 teachers for the 11 million school populace. In the 1960's each of the 25 provinces has got at least one state university, side by side with one or two private universities all of which together now turn out more than 15,000 graduates every year.

Adult education, in Indonesia called Mass or Communityeducation, did not receive less attention from the Government as well as the peoples. The Department of Mass education in the Ministry of Education and Culture had its offices in all provinces down to small districts, manned by full time public servants. The fight against illiteracy was waged even during the war and subsequent troublesome years. Literacy classes in the main regional languages (there are in Indonesia about 300 vernaculars and dialects as the case in Nigeria) were followed up by Adult vocational classes for men and women alike, accompanied by village libraries. In district and provincial towns Adult education courses of grade B and C respectively were supported by B and C Libraries, and in a number of big towns there were "people's universities.' In the end of 1960 almost each of the 50,000 villages scattered throughout the archipelago consisting of more than 4000 small and large islands, had its literacy class(es), Adult vocational course, library and youth centre for leadership training and various activities. Neo-literates were also encouraged to form listening and reading groups. During the period of 1951 - 1959 the campaign resulted in 12 million literate bringing the total of illiteracy down to 24 million or 40%.

The mass campaign reached its culmination point in the year 1960 when a Presidential decree was issued, enforced by a national appeal to wipe out illiteracy among the 13 - 45 year age group. It should be noted that more stress was laid on the appeal to national sentiment.

It was clear to the Government as well as to everybody that such huge undertaking could not be carried out by public servants only and financed from the Government budget alone. Inspired by national sentiment and dignity, driven by the desire for advancement and greater ability to tap the rich and vast natural resources, the whole nation so to speak stood up, and mobilised its funds and forces. All political parties, social and religious associations, youth organisations, trade unions, Government and private enterprises, independent groups as well as individuals took part and supported the national task by joining literacy committees at district and village level, providing material and or moral support. "Illiteracy combatting" committees were responsible for the planning, organisation and running the classes and libraries.

in their respective areas, also for selecting able citizens willing to volunteer as teachers. The Government granted some subsidy to the committee, distributed

literacy primers for instruction and books for libraries. A number of districts were selected as model or oentres of excellence.

The concerted and continuous government-people actions proved to be fruitful. Slowly but steadily, one by one, districts and provinces were declared free from letter (Latin character) blindness in the press and radio, and presented a symbol of freedom from ignorance/darkness. This imbued fresh psychological drive which led the people to healthy competitions and accelelated the proceess of change.

At the end of 1964, the country was proclaimed freed from illiteracy. The 5 year all-out struggle and sustained effort had produced more than 24 million literates which was regarded as the greatest achievement of the Republic, and noted as a world event in the Annals of Unesco, besides earlier result achieved by Russia which, in 1919 under the leadership of Lenin, embarked on a hugo mass campaign and made almost her entire population literate in the 1950's.

There was however, a great difference in the aftermath between the two historic events which should be observed and remembered as a warning for other developing countries. Russia followed up her success with well-planned efforts to retain the acquired literacy and to conduct continuing education for the new literates. She was in the position to do so. Indonesia, on account of her economic situation and to a lesser extent also of her lack of alertness, did not provide the new literates with sufficient reading materials, and continuing education so that an increasing number of the literates relapsed into illiteracy. In 1968/69 this number was estimated to be around 30 to 35%.

It was a hard lesson but not at all a fruitless one. Along with the new concept of work-oriented functional literacy propagated and supported by Unesco, since 1966 the present Five Year Plan of Indonesia (1969-1974) includes mass education, particularly literacy teaching in well-planned rural development. Literacy is integrated in projects for social and economic development. It is hoped that in this way people who have been made literate will not only retain their literacy abilities but will benefit from them and the accompanying vocational skill acquired, for their economic betterment and fuller participation in everyday life. Certain other forms of adult education and community development activities were encouraged and expanded, supported by mass media e.g. special broadcast for rural agricultural areas.

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*) Article by A.H. Nasution in "INDONESIA" Published by Indonesian Embassy, Lagos, October 1970.

Source: Proclamation of Indonesia's freedom from illiteracy, Dec. 31, 1964, Ministry of Education, Djakarta.

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